

Vol. 1, 1950

# NATIONAL PARENT-TEACHER

THE P. T. MAGAZINE

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NATIONAL CONGRESS OF

PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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# NATIONAL PARENT-TEACHER

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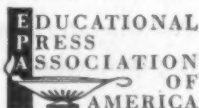
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*For the past several years Northwestern University at Evanston, Illinois, has been the center for a unique experiment in parent-teacher education. This pilot project, which includes the well-known series of summer workshops, is being carried on cooperatively with the National Congress of Parents and Teachers through a special joint committee. Here members of that committee are meeting to talk over plans for the program during the coming year. Left to right, seated: E. T. McSwain, dean of Northwestern's University College; Mrs. Newton P. Leonard, first vice-president of the National Congress; J. M. Hughes, dean of the School of Education at Northwestern; Mrs. John E. Hayes, president of the National Congress; and Mrs. Eva H. Grant, editor of the National Parent-Teacher. Standing: Mrs. Fred Knight, chairman of the National Congress Committee on Safety; Claude B. Wivel, chairman of the Committee on Cooperation with Colleges; Wilbur Shane, professor of education at Northwestern; and Paul Witty, professor of education and director of the psychoeducational clinic at Northwestern.*





# A New Era in an Ancient Land

THE MESSAGE that came to you last month was written en route to Japan, and now, upon my return home, I bring you the heartiest greetings, best wishes, and sincere gratitude of our good neighbors, the P.T.A. members of that faraway land.

I went to Japan expecting to be a stranger in a country of different customs, unusual traditions, strange currency, and a language I could not understand. But from the moment I arrived, greeted by kind folk from the American Civil Affairs Section, the Ministry of Education of Japan, and the Japanese parent-teacher associations—and a huge bouquet of lovely flowers from the Ministry of Education—I knew that the alchemy of kindred interest in the children of the world had wrought for us a bond of fellowship which denied all strangeness.

During a brief stop in Honolulu I had enjoyed the exhilaration of typical Hawaiian P.T.A. hospitality. I was laden with sweet-scented leis, beautiful beyond description and layered up to my eyes. Then I was taken to breakfast on a tree-shaded terrace beside the sea, matchless in its morning blueness, and afterward to a history-making constitutional convention in which I found parent-teacher leaders prominently active. In this way our westernmost state branch gave me, in spirit and in fact, a new readiness for the adventure still farther west.

My days in Japan were filled with discoveries. It surprised me to find that Tokyo is the third largest city in the world; that there is no rubble remaining from the devastation of the war; that it requires two full nights and a day to travel from Tokyo to Sapporo by train and by boat; that the P.T.A. is as well understood in the southern part of Japan as at Kyoto and Osaka, as well understood in the east at Yoko-

suka and in the north island of Hokkaido as in Tokyo; that 87 per cent of Japanese P.T.A. leaders are men; that the women, who have lived so long under a feudal system, stand up and speak their minds about P.T.A. matters as courageously and eloquently as do the men; and that *Robert's Rules of Order* is a best seller.

Four words need no translation in Japan: *P.T.A.*, *democracy*, *baseball*, and *hello*. The children on the street—in fact wherever we met them—shouted a jolly “Hello!” and they were universally the happiest looking children I have ever seen. Their cordial greeting indicated to me a depth of sincerity that was reassuring. It was not a mere echo of adult politeness; it was a spontaneous expression of the friendliness in their hearts. Children inevitably reflect the customary attitude of the adults in their homes, and these gracious young people must have come from homes where racial prejudice had no place.

The homes I visited were immaculate and charming, although unpretentious. Each had a lovely garden, which screened the living rooms from the outside world. Each had movable, glass-paneled walls so that the garden might become a part of the living space when the walls were pushed aside. As we walked through pleasant, hospitable rooms, devoid of furniture except for low tables, bright cushions, and exquisite flower arrangements, I found myself thinking “What is it makes a house a home?” In parent-teacher study groups in America and in Japan, earnest men and women are contemplating that problem. They know that each group has something to give to the other in the search for those factors in home life that contribute to or detract from the highest possible development of our children. Thus we in the parent-teacher organization are seeking to do what the most skilled scientists have not yet attempted: to build a bridge across the world's widest ocean, upon which a child may walk with faith and freedom.

More about Japan next month.

President, National Congress of Parents and Teachers



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This is the second article in the adolescent series of the "Growing Toward Maturity" study courses.

## DATING— Big Business of Youth

Richmond Barbo

*Like all other businesses, big and small, dating is no simple affair either for the young folks or their parents. But if the problems are studied calmly and tackled realistically, this major enterprise of Teen-agers, Limited, will show an ever mounting profit in pleasurable activity and healthy social growth.*

DATING IS FUN. Remember? Dating is dangerous. Remember? Dating is important. Remember?

In the interests of our teen-age sons and daughters let's look at dating. It's not a simple subject. Some anthropologists tell us that teen-age dating is an important preliminary to the final steps of real courtship. Some marriage experts say that youngsters who have had many pleasant social experiences with others of about their own age are apt to pick their life partners more wisely than the ones who have lacked those experiences. So there are good reasons for dating and for our interest in it.

Do you have vivid memories of the fun you had on dates back when you were young and giddy and the whole wide world was gay? Here's hoping, for then you'll be more understanding of the perplexities your offspring will encounter.

Four questions immediately pop up.

1. When should your daughter or your son start having dates?
2. What is a girl's responsibility when she accepts a date with a boy? What is a boy's responsibility when he makes a date with a girl?
3. How can you help your offspring acquire skill in dating?

4. How can you set up acceptable family and group standards, with some hope that they will be observed?

### First Ventures—Where and When

*When should your daughter or son start having dates?* It's odd how complicated the answer to this simple question gets. For it all depends. It depends on the rate of growth of each young hopeful, on the store of judgment he possesses, and on the customs of your particular neighborhood.

Some youngsters mature early. They develop an interest in the opposite sex when they are quite young. They go through the emotional storms of early adolescence before their classmates outgrow childhood. Sooner than most of their friends they become responsible, self-directing adults. They are young ladies and young gentlemen, ready for dating, before you know it.

As a rule, however, girls mature earlier than boys. That's why eighth- or ninth-grade dances are so funny. The girls, physically and socially older, dance with each other. The boys, still little, look grumpy and hold up the wall.

Often girls of fourteen or fifteen are invited to dates by boys two or three years older. That is all right



the boys are decent young fellows. It isn't all right to expose your daughters to predatory young wolves. And don't let your young girls go around with men of twenty or twenty-five. They should go with boys of about their same level of development, which means a smaller age differential than that.

Probably the best sequence for your son or daughter would start with small groups of youngsters attending parties without any pairing off. Well-chaperoned parties for the neighborhood gang, or the Sunday school class. Pleasurable social activities like that, over a period of a year or two, can give your teen-ager the poise and the skills needed for later courtship—plus, of course, a lot of fun. You might try organizing such parties for your children. Other parents will be glad to help.

Then, ideally, your son and daughter begin to pair off rather gradually. They don't "go steady" for another year or two but have several boy or girl friends. Going steady, ideally, should come later. The last year or so of high school and the years of college are time enough for steady dates. There are many exceptions, and if your fifteen-year-old daughter has a special boy friend who is a nice guy and there are no complications, just count your blessings and let well enough alone.

### Ethics for Daters

*What is your daughter's responsibility when she accepts a date with a boy?* Reams have been written

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on this subject, some of it by old maids who never had a date in their lives. Here are a few conclusions from what others have said. And I don't mean the old maids.

First, your daughter should be ready on time, or nearly on time. Next, she should introduce the young gentleman to you. Many good youngsters dislike performing introductions, but you should meet the young man regardless. You should also try to know something about him and his reputation. Probably you'll want to learn about his driving habits. Look at the auto accident rate for teen-agers and you'll see why.

Petting, necking, smooching? Human nature being what it is and male reactions being what they are, it seems to be pretty much up to the girl to keep things under control. Does that statement arouse your ire? It is an honest statement, though it may sound unfair. You might expect to hold the young man equally responsible for self-control. But I have helped to pick up the pieces in a good many cases where things did go wrong, and, speaking practically, can only offer the unfair-seeming conclusion that the girl is usually the one who can say no at the time it needs saying. It's the nature of nature.

Safest thing, and the best thing, of course, is not to neck at all. How can your girl say no without being a prude? Just by saying it and being pleasant while saying it. By saying it and making it stick. Decent boys, the only kind you want your girl going with, think no less of a girl because she has the courage to say no.

*What is your son's responsibility when he makes a date with a girl?* Promptness, cleanliness, decency, to mention a few important responsibilities. He should invite the girl far enough in advance for her to make her plans. He'll need to tell her when he'll be calling for her and what the main event of the evening will be. In other words, if he is inviting a young lady to attend a formal dance, he should tell her so she won't show up in a sports outfit.

He should get the young lady back home at the time agreed upon, if that is humanly possible.

Going dutch? That depends on both parties. Most boys earn their own money or take it from a small allowance. They dislike blowing it all at once. But males also like to dominate, like to be big shots. A good many modern lads resent the suggestion that their dates pay their own way at the movies or buy their own sodas afterward.

### The Learn-As-You-Go Plan

*How can you help your offspring acquire skill in dating?* When you were a teen-ager you learned to dance by dancing. You learned the give-and-take of social affairs by going to social affairs. You developed your line of chatter by having someone to chatter to.



It's the same with your teen-agers. You can't teach them, but you can set the stage for them to teach themselves.

When they are ready to learn to dance, help them to learn those skills. Maybe it will be in a dancing class or maybe at parties for their equally clumsy age mates. Maybe your P.T.A. sponsors a learn-to-dance program. But be sure they have a chance to become reasonably good dancers when they want to.

### Major and Minor Skills

When they are in the early teens probably the best way for you to help them learn the other social graces is by having parties in your own home. But be sure not to organize a party and then go off and leave it unchaperoned. Any group of young people needs a chaperone at any mixed party. Your youngster will teach himself or herself how to get along with others at parties that are well conducted. You might even bring in an outsider, like a much-revered teacher, to do some of the direct teaching at these parties.

Clothes matter like everything to teen-agers. Try to let your son or daughter dress in the prevailing mode of the day. Their styles seem odd, but so did our styles to our parents. Remember the clothes we wore? And the haircuts?

When it comes to detailed or specific advice to your own son or daughter, usually you aren't the one to give it—advice, that is, on minor skills and minor aspects of teen-age social relationships. Basic ques-

tions are still yours to ponder. But our generation too far from the daily lives of the coming generation for them to listen to us very often. We can, however, help our own youngsters by bringing them into contact with skilled advisers and counselors.

The Y.W.C.A., for example, has its Y-Teen club for girls. For the most part they are excellently run. Your daughter should belong to some such group, the Y or the church or the school. Your boy can profit from similar contacts in the Y.M.C.A., church, or the school.

Church groups often are best. Boys and girls who grow up taking active part in the programs of well-led churches have the best chance to develop good social relationships. They don't get into trouble much as others do. They have as much fun as others, but they also have some standards of judgment about what is good and what is bad. They know right from wrong. They go with a group that knows right from wrong. Are your children active in a church?

### Put It in Writing

*How can you set up acceptable family and group standards, with some hope that they will be observed? That's not easy, especially if you live in a neighborhood where the prevailing standards are lower than your own. Then your teen-agers will accept the neighborhood standards, giving yours the go-by.*

In any event you may be able to clear the atmosphere by developing some agreed-upon standards in advance, a sort of code containing the points upon which you can agree. For example, do your youngsters agree that you should know where they're going and when they're to return? Do they agree on a certain hour for returning home on week nights? And on week ends? Can you work out an agreement about sharing the family car? Do they accept your belief that parties should be chaperoned? Do they agree that they shouldn't drink?

You say that they do? Then formalize those agreements in a written statement. It will be more binding that way.

The next step is for you to see whether the same code can be accepted in the homes of the others in your teen-ager's gang. That way you won't be a moral old so-and-so for having higher standards than the others. Get the idea? Such codes often work well in fairly homogeneous neighborhoods. They don't work too well in mixed-up neighborhoods, but they're still worth trying.

We started with the observation that there's nothing simple about teen-age dating. We conclude this article with the somewhat larger observation that there's nothing simple about parenthood. But it's better to try to work out each new problem as it arises, isn't it?

See questions, program suggestions, and reading references on page 35.

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# The Kind of Teachers Parents Like

Margaret Meigs

*Always under scrutiny, sometimes under fire are those who teach our children. Perhaps it would help them with their difficult assignment if they knew how thoughtful parents feel about good teachers. That's the idea behind this article, which good-humoredly points out failings while it makes illuminating comment on the parent-teacher relationship.*

This is the second article in the school-age series of the "Growing Toward Maturity" study courses.

AS WE WATCHED our children walk up the school steps to fifth grade in September, Mrs. Poe and I felt rather anxious. Last year, fourth-grade year, had been a grim one for both of us. Her Sammy and my Sue had had an average, pleasant time of it, but Mrs. Poe and I felt that we ourselves had hardly made the grade. The teacher, Miss Connant, was undoubtedly "wonderful with children" but lacked the touch with parents. This is how it went with each of us:

Sammy is a reluctant reader. Miss Connant briskly assigned Mrs. Poe, who doesn't even bother with the newspaper any more since television, to work on his reading every night. Mrs. Poe said their home life was practically wrecked until Mr. Poe had the bright idea of sending Sammy to the movies several nights a week to practice reading the advertisements that are flashed on the screen between features. Fortunately for Miss Connant's peace of mind, she never learned about this outcome of her recommendations.

Sue's trouble was personal. She is almost as shy as her parents. Her report cards used to carry long, depressing appendices from Miss Connant on the subject of Sue's "tendency to withdraw from active sports," "failure to join in group activities," and so on. Following these reports, I would be called in for an audience with Miss Connant, who gave me to understand how much the mother is to blame in such cases. I crawled away each time feeling that I, like Mrs. Poe—and with as little natural aptitude—was in duty bound to repair my child's deficiencies. I began to feel so inadequate and self-conscious that I was on the point of giving up even the P.T.A. as too strenuously social, when Mrs. Poe came to the rescue. She and Sam staged an April Fool party that was so gay and amusing that even Sue was swept along and surprised herself by carrying off first prize for the silliest story told. Sue was thrilled and so was I. I called up Mrs. Poe in a flood of gratitude, and the upshot was that we helped Sammy with his reading while Mrs. Poe, who has a genius for friendship with children, did much to bolster up Sue's self-confidence.

## Many Mothers, Many Minds

Recuperating with a soda after meeting the fifth-grade teacher, Mrs. Poe and I talked it over.

"I like a teacher who knows her job and teaches your child right and doesn't expect you to be the teacher," asserted Mrs. Poe, taking a shuddering backward glance at last year.

"Well," I said consideringly, "I don't want to be the teacher, certainly, but I don't want to be left out either. I like to know what's going on."

"Not me!" Mrs. Poe sipped her soda emphatically.



"As long as the teacher isn't trying to do everything different, let her do her job and me do mine. I don't ever want to set foot in school—except, of course, on Parents' Night."

Mrs. Gordon, another fifth-grade mother, moved over to our table.

"I was listening to what you said," she began timidly. "I love to visit school."

I hope she didn't notice Mrs. Poe nudging me. Mrs. Gordon is known as "Teachers' Terror." She was one too many even for Miss Connant. Miss Connant started out last year being very sympathetic with Mrs. Gordon, who is much older than the rest of the mothers and terribly anxious to do the right thing by her Freddy. After putting up with daily visits and conferences for some time, poor Miss Connant ended up by desperately trying to keep Mrs. Gordon out of the room.

"Miss Connant," said Mrs. Gordon, who evidently recollected only these latter days, "wouldn't let you visit school."

"What kind of teacher do you like, Mrs. Gordon?" I asked.

Mrs. Gordon hesitated. "I like to be able to talk to a teacher and feel she understands me and I understand her. But of course she must be a good teacher and care about children. That's the important thing. Now Freddy . . ."

So there we were. Would any one teacher ever suit the three of us? Despite our differences, I think, yes.

There had been teachers in the past whom we all liked, and I believe that when Miss Connant has had a little more experience, she could turn out to be one of our favorite teachers too.

## Finding the Common Denominator

Of course Mrs. Gordon is right. We all want a good teacher. But we want more than that. We want a teacher who makes us *feel* she is a good one. We parents are not teachers in the professional sense. We depend upon our children's teachers for professional competence. We need to feel confidence in them just as we do in our doctors, whose recommendations and diagnoses we are not equipped to criticize.

In a very real sense we are more at the mercy of our teachers than of our doctors. Most of us, when we have an uncomfortable feeling that our children's doctor is prescribing treatments which seem questionable, can consult with other physicians, change our doctor, or even modify, according to our discretion, his orders. We can do this perhaps with less danger, and certainly more easily, than we can discuss our teacher's educational procedures with other professionals or yank our child out of a classroom atmosphere that we consider unwholesome and transplant him to another. For this reason it is particularly important that our children's teacher be able to give us a sense of security—of confidence in her ability.

This sense of security is to a large extent a matter of the relationship between parent and teacher and is independent of the teaching program. However, we do like a teacher whose methods and educational aims we understand. This does not mean that parents are set against educational experiments, though they may sometimes seem to be. It really offers a challenge to our schools, our teacher training institutions, and educational research stations to clarify their methods and objectives and to use our parental common sense constructively as a brake, not as an obstacle to progress. This can best be done through the P.T.A.

There is no simple formula we can offer for inspiring parents with a feeling of confidence in teachers. Parents have individual differences, too. Mrs. Poe depends on the signs of comfortable growth she can see in Sammy. Try to force upon her a new vocabulary with which to express this progress or attempt to involve her directly in the school itself, and she feels out of place and resentful. Mrs. Gordon and I, on the other hand, feel equally uneasy unless we can, each in our own way, come more closely in contact with what goes on in the school.

Yet whatever our differences in attitude and background we parents have in common the fact that we are parents and that we are adults. And sometimes a teacher's training in the nature and needs of childhood and the bent of her own interests do not equip

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her adequately to deal with children's parents. We like a teacher who meets us as a fellow grownup, not as a grown-up child. Then we can come together as two people with a deep but very different interest in a child's education. Neither of us can replace, or wishes to do without, the other.

### Mutual Respect Is a Must

It is not always easy for parent and teacher to preserve the dignity of their respective roles. All of us parents were at one time under a teacher's authority, and the habit of either deference or revolt is difficult to outgrow. It is hard for many teachers, even for young things fresh out of normal school, not to feel a little sorry for the ignorant parent, and it is hard for even a ripe adult like Mrs. Gordon not to feel an aching dependence on the acquired knowledge of the teacher. Perhaps it is hard also for the housewife not to defer to the successful professional woman. Mutual respect, however, is basic to good parent-teacher relations.

We like a teacher who can recognize the role that a child's home plays, for better or for worse, in making children what they are. But we do not want the teacher to use such insight either to blame or to reform us parents. This understanding can serve our teachers best as an indication of how to make their own teaching more effective for individual children and as a measure of the kind of cooperation the parents are capable of giving the school.

Mothers like Mrs. Gordon are a challenge to teachers. One may feel called upon to play the psychologist for them; another may have no patience with them. The teacher we like is the one who can understand and sympathize with Mrs. Gordon's anxiety about Freddy but who can control its expression in the classroom. For our Mrs. Gordons do not want to

be nuisances; they want to be good mothers. They may need to visit the class more often than most parents, but they need to be relieved of the embarrassment of being known as too frequent, futile visitors. Mrs. Poe and I hope our new fifth-grade teacher will know how to refer Mrs. Gordon to the proper sources for psychological help and be able to use her interest in the school more effectively. Perhaps our P.T.A. can get her to enroll in its parent education study group this year. The leader is going to stress home-school relations.

### Each in His Separate Star

It is important to us that a teacher be *realistic* rather than *judging* about our undeniable limitations as her pupils' parents. We like a teacher who can understand enough about the complexities of the lives of other adults to accept the fact that we differ widely in what we are capable of doing, irrespective of what another may think we ought to do. Your little may be my most. Mrs. Poe rarely speaks up in meetings. Mrs. Gordon, alas, rarely keeps still.

It is reassuring to have a teacher who will accept without judgment our various performances as parents. We know that the children in her class are as different in their capabilities as we are, and in a roundabout fashion we sense that her tolerance of us is a measure of her tolerance of them. When we say "without judgment," however, we do not mean without leadership. We do not like a teacher who takes it on herself to direct and change us. But in any classroom and in any organization we always welcome that person—be he teacher or parent—who, out of his own genuine ability, assumes the burden of democratic leadership.

See questions, program suggestions, and reading references on page 34.

### IF . . .

*With apologies to Rudyard Kipling and dedicated to the country school teacher*

If you can set your clock and rise each morning,  
When most folks snuggle deeper in their bed—  
Though you've been up all night correcting papers  
And feel as if you'd grown a bigger head;

If you can smile when you become the target  
Of paper wads and bubble gum and such,  
And hand out justice, strict and quite impartial,  
And yet not go too far—or lean too much;

If you can stuff small heads with education  
And feel you have accomplished quite a lot,  
Yet ask a couple of questions two hours later  
And hear them all say, "Teacher, I forgot";

If you can spend your day with noisy children  
And give your best to each and every one,  
Yet keep your poise when some indignant parent  
Swoops in and says "You're picking on my son!"

If you can cope with drafty doors and windows  
And learn to build a fire or fix a fuse;  
If you can wade to school in any weather  
With mud or snow or water in your shoes;  
If you can do all this on your small salary  
And keep on smiling to the bitter end,  
Then you'll have earned a fourteen-carat halo  
And, what is more, you'll be a teacher, Friend!

—RUBY McDONALD

*President, Wildcat P.T.A., Clio, Michigan*

*Whatever one's opinion of television,  
there can be no doubt that it is here to stay.*

*But what will be its ultimate effect upon  
family life in America, upon the reading habits  
and mental health of our children?*

*As might be expected, opinion is  
sharply divided. This article presents a  
sampling of the attitudes of parents, teachers,  
and children.*

## Parents and Teachers Vote on TV

Paul Witty

WHAT DO parents and teachers think about television and its effect upon children? They will tell you readily enough, but their opinions vary widely. One mother reports that her children are aggressive and irritable as a result of programs that overstimulate the mind, fatigue the eyes, and lead to sleepless nights. An elementary school teacher in Bergenfield, New Jersey, is reported to be leaving the teaching profession because she finds that she cannot compete with the fascinating antics of the favored comedians and that school subjects are no match for the adventurous excitement of the cowboy programs. On the other hand, parents sometimes say that family life has become more satisfying and companionable since the advent of television.

In an effort to secure data concerning this new problem and the habits and attitudes associated with it, questionnaires were submitted to more than 2,100 pupils in Evanston, Illinois, from kindergarten through the eighth grade, and also to their parents and teachers. The responses showed that 43 per cent of these pupils have television sets in their homes and spend an average time of three hours daily watching TV programs. (In homes where there are no television sets, children spend a little more than an hour and a half a day with the radio.)

About three fourths of the pupils prefer television to radio. The percentage is higher for primary children than for eighth-grade pupils (90 per cent in the first grade and 50 per cent in the eighth). About 36 per cent report that they attend movies less frequently than they did before television.



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Thirty per cent of the pupils feel that television "helps." They say it offers information relevant to school assignments and stimulates interest in school projects. One pupil states: "You see puppet shows on TV; this helps us with puppet shows at school." Another writes: "TV helps me increase my reading. I learn much about different subjects when they are discussed on TV."

According to many responses television often motivates children to finish their homework in order to watch their favorite programs. "Have to finish my homework first." "I hurry to do my homework so I can see my favorite programs." "Makes me want to do my homework so I can watch TV."

### What Teachers Think

Forty-eight per cent of the teachers express dissatisfaction with television. Twenty-seven per cent recognize some serious limitations in it at present but acknowledge its promise and potentiality as an educational medium. Twenty-five per cent appear indifferent.

Among the limitations frequently mentioned by teachers are the low standard of the educational offerings and the poor quality of both the entertainment and the informative programs. Nor are the teachers satisfied with the children's choices. Most youngsters, they say, choose "not programs that might afford information or be of educational value; instead, children select the action-packed, gory, thrill-laden presentations." The teachers point out that the inevitable overstimulation produced by such



programs is undesirable for the nervous child and generally disruptive to normal, wholesome growth.

One discouraged teacher comments: "The programs most enjoyed seem to be those of substandard quality. As a result children today are not amused or entertained by anything offered in a classroom unless it parallels this low standard." Another teacher says, "After gunplay and cowboy programs children are more restless and noisy than before." "Competing with Hopalong Cassidy, Milton Berle, or the Lone Ranger for the interest of pupils is a formidable problem," writes still another.

More than 1,700 replies were received from parents. Those owning television sets spend three and a half hours daily watching performances; the non-owners, about three hours weekly. Fifty-five per cent of the television owners approve of the children's programs; 25 per cent approve of certain programs only; 13 per cent of these parents do not approve of children's TV programs. Seven per cent are undecided or have no opinion to offer. On the other hand, only 16 per cent of the nonowners approve of the children's programs; 6 per cent disapprove; and 78 per cent are undecided or have no opinion.

### Parents For and Against

Parents of children in the primary, intermediate, and upper grades all give the same major reasons for their approval. First, the programs provide entertainment and, second, some of them are educational or constructive. Many parents, particularly those having young children, are grateful to television for keeping the youngsters at home. Parents of older children express a similar view with a reverse emphasis; television keeps the children off the streets, especially at night. One mother gives this testimonial: "My two sixteen-year-olds like to stay home now. I am so glad, as otherwise I would not know where they were. They have been backward in school, but television has helped them a lot."

Some mothers, especially those with children in the lower grades, say that the programs help to relax the child in the difficult period just before dinner. Others approve because "some programs are clean, wholesome, and on the child's level." Several parents feel that the programs stimulate a child's thought and imagination and widen his interests. These are some general comments: "TV has increased our happiness at home." "It has drawn us together as a family." "It has given children a happier home where they can laugh."

The reasons for disapproval fall into three main categories, which overlap to a great extent. First, some of the programs are too violent, too sensational, or too stimulating; second, there are too many westerns; and third, an excessive interest in television hinders wholesome physical development. Sensa-

tional programs cause too much imitative rough play, especially with guns.

Another category of complaints includes such comments as "TV is just a waste of time"; "It is childish and silly"; or "It is not educational or constructive." Some mothers object not to the programs themselves but to the fact that television is a passive form of entertainment. One mother writes, "It converts our children into a race of spectators." Another says, "Life should be lived, not watched." A number of parents mentioned the adverse effect of television on the eyes.

### Preferences and Problems

The top four on the list of approved programs are *Howdy Doody*; *Kukla, Fran, and Ollie*; *Super Circus*; and *Zoo Parade*. All parents put them first, although these favorites appear in slightly varying order for children in different grades. *Hopalong Cassidy* rises in popularity in the two older groups, while *Howdy Doody* drops in the upper group. More than a hundred programs are listed, with widely scattered votes for each one.

To the query "Does your child spend too much time watching television?" about 80 per cent of the parents answer "No." Of parents whose children are in primary school, 77 per cent say "No," 7 per cent "Sometimes," and 16 per cent "Yes." For the intermediate groups the answers were "No," 80 per cent; "Sometimes," 6 per cent; and "Yes," 14 per cent. For the upper-grade group, 81 per cent answered "No"; 6 per cent "Sometimes"; and 13 per cent "Yes."

Thirty-three per cent of the parents who own TV sets report that television creates problems in the home, though 11 per cent state that these problems are diminishing as the children are given supervision, guidance, and direction. Seven per cent indicate that the problems decrease somewhat as the novelty and initial fascination of television wear off. The chief complaint of parents is interference at mealtime and at bedtime. One of the favorite programs, *Kukla, Fran, and Ollie*, is shown from six to six-thirty P.M. *Paddy Pelican*, which is popular with younger children, appears from six to six-fifteen. These two programs account for a good many mealtime problems. Another objection arises from differences within the family over choice of programs. The remaining complaints are scattered. One father writes plaintively that he cannot get his wife and children out of the house for dinner, movies, or plays. A few parents feel that television disrupts the family circle and interferes with conversation.

Lack of television also brings some problems for parents. About 5 per cent of nonowners report pressure from children to buy a set. One parent writes, "Our daughter holds us in contempt for not buying a set!" Fifteen per cent of the nonowners say that





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**TABLE I**

*Children's Programs  
Approved by  
Pupils' Parents*

**Primary Grades**

1. Howdy Doody
2. Kukla, Fran, and Ollie
3. Super Circus
4. Zoo Parade
5. Small Fry
6. Hopalong Cassidy
7. Judy Splinters
8. Lucky Pup
8. Paddy Pelican
9. Bible Stories
9. Lone Ranger
10. Uncle Mistletoe

**Intermediate Grades**

1. Kukla, Fran, and Ollie
2. Howdy Doody
3. Super Circus
4. Zoo Parade
5. Hopalong Cassidy
6. Small Fry
7. Lone Ranger
8. Lucky Pup
9. Paddy Pelican
10. Sports

**Upper Grades**

1. Kukla, Fran, and Ollie
2. Super Circus
3. Zoo Parade
4. Hopalong Cassidy
4. Howdy Doody
5. Lucky Pup
6. Lone Ranger
7. Small Fry
8. Quiz Kids
8. Judy Splinters
9. Aldrich Family
9. Milton Berle
10. Westerns
10. Sports

**TABLE II**

*TV Programs Preferred by Children*

**Kindergarten**

1. Howdy Doody
2. Small Fry
3. Hopalong Cassidy
4. Paddy Pelican
5. Super Circus
6. Lone Ranger
7. Milton Berle
8. Kukla, Fran, and Ollie
9. Arthur Godfrey
10. Cactus Jim

**First Grade**

1. Howdy Doody
2. Hopalong Cassidy
3. Lone Ranger
4. Small Fry
5. Super Circus
6. Kukla, Fran, and Ollie
7. Lucky Pup
8. Time for Beany
9. Westerns
10. Judy Splinters

**Second Grade**

1. Hopalong Cassidy
2. Howdy Doody
3. Lone Ranger
4. Milton Berle
5. Kukla, Fran, and Ollie
6. Cactus Jim
7. Lucky Pup
8. Paddy Pelican
9. Sagebrush Theater
10. Small Fry

**Third Grade**

1. Hopalong Cassidy
2. Howdy Doody
3. Lone Ranger
4. Small Fry
5. Milton Berle
6. Super Circus
7. Trail Blazers
8. Lucky Pup
9. Cactus Jim
10. Kukla, Fran, and Ollie

**Fourth Grade**

1. Hopalong Cassidy
2. Lone Ranger
3. Milton Berle
4. Kukla, Fran, and Ollie
5. Howdy Doody
6. Lucky Pup
7. Cactus Jim
8. Sagebrush Theater
9. Super Circus
10. Small Fry

**Fifth Grade**

1. Hopalong Cassidy
2. Lone Ranger
3. Milton Berle
4. Howdy Doody
5. Arthur Godfrey
6. Kukla, Fran, and Ollie
7. Cactus Jim
8. Super Circus
9. Small Fry
9. Lucky Pup
10. Aldrich Family

**Sixth Grade**

1. Milton Berle
2. Hopalong Cassidy
3. Arthur Godfrey
4. Lone Ranger
5. Super Circus
6. Wrestling
7. Kukla, Fran, and Ollie
8. Aldrich Family
9. Lucky Pup
10. Howdy Doody

**Seventh Grade**

1. Arthur Godfrey
2. Milton Berle
3. Toast of the Town
4. Hopalong Cassidy
5. Wrestling
6. Kukla, Fran, and Ollie
7. Lone Ranger
8. Sports (general)
9. TV-Teen Club
10. Baseball

**Eighth Grade**

1. Milton Berle
2. Arthur Godfrey
3. Toast of the Town
4. Wrestling
5. Kukla, Fran, and Ollie
6. TV-Teen Club
7. Sports (general)
8. Baseball
9. Aldrich Family
10. Football
10. Lone Ranger

**TABLE III**

*Favorite TV Programs of Pupils' Parents*

**Primary Grades**

1. Arthur Godfrey
2. Milton Berle
3. Fred Waring
4. Sports: general, wrestling, football, boxing, baseball
5. Kukla, Fran, and Ollie
5. Movies
6. Dramas and plays
7. Toast of the Town
8. Super Circus
9. Howdy Doody
10. Hopalong Cassidy

**Intermediate Grades**

1. Arthur Godfrey
2. Milton Berle
3. Sports: general, wrestling, football, boxing
4. Fred Waring
5. Kukla, Fran, and Ollie
6. Toast of the Town
7. Zoo Parade
8. Studio One
9. News
10. Political discussions

**Upper Grades**

1. Arthur Godfrey
2. Milton Berle
3. Sports: general, wrestling, boxing, baseball, football
4. Kukla, Fran, and Ollie
5. Fred Waring
6. Toast of the Town
7. Saturday Night Review
7. Zoo Parade
8. Dramas and plays
9. Hopalong Cassidy
10. Kraft Theater
10. Philco Playhouse

their children spend too much time watching programs in the homes of friends and neighbors.

Twenty-one per cent of the parents report that television interferes with homework and that their children read less than before. At least one mother is unperturbed by this situation, saying, "Of course, my son doesn't do any reading now that we have it, but since we also enjoy it, we heartily approve of television." A few other parents express the view that the decrease in reading is offset by the fact that television has extended the children's interests, given them additional knowledge and information, and increased their background of experience.

The answers that have to do with problems in the home and the effect of reading and study are almost as much a commentary on home life as on television. One father writes unequivocally, "Any child adversely affected by television has been improperly reared from birth." Others express more temperate convictions. They state that problems engendered by television are more often the fault of the parents than of the instrument or of the children.

One mother writes, "TV has to be controlled just like radio, movies, and anything else," and another declares, "We control it, not it us." At the other extreme are mothers who complain that their children will not stop watching long enough to eat or that they refuse to go to bed on time or to do homework. One mother who has "no difficulties at all" explains the reason simply: "We adjust our schedule to television."

An impartial examination of the favorite programs of children and those of parents reveals that little can be expected educationally from most presentations. Moreover, some of these programs would certainly be judged unwholesome. Table I presents the programs approved by parents. Table II presents the children's favorites, and Table III, the programs best liked by parents.

Perhaps the character of some of the programs accounts for the attitude of many nonowners who look upon television with something approaching terror. Their fears are shown in such comments as: "No problem now, but I *know* there would be if we had a set. I couldn't stand the arguments." "Our children sometimes listen to the radio instead of studying or going to bed. I know that affairs will be worse when we have TV." "We have friends in California whose children are no longer on the honor roll since TV came into the home." "We wouldn't have a set in our house because of its bad and wholly disruptive influence."

Among this group of parents there seems to be a curious distrust of their own ability to deal with the problems created by television. It is true, of course, that the particular combination of visual and auditory entertainment offered by television has

a stronger appeal for children than any other means of entertainment. Yet the facts already cited indicate clearly that television is a force that can be controlled and in many cases used as a motivating agent to speed the accomplishment of studies and home duties.

It should also be pointed out, however, that many programs are inferior and that few of them promote and develop worthy interests or offer educational stimulation. Parents, teachers, and commercial agencies should cooperate to develop a series of more worth-while programs. The almost universal appeal of television offers an unparalleled opportunity for influencing children in positive ways. If this is to be accomplished, programs must be planned and developed through cooperative efforts.

### A Temperate Course

From the foregoing survey it is clear that our children's strong interest in television may be either a liability or an asset. The criticisms of parents and teachers are similar to criticisms leveled at the comics, radio, and the movies. The main complaints reflect a feeling that the growing interest in television will influence study habits adversely and will cause children and young people either to read less or to choose books of inferior quality and doubtful value. To counteract such influences parents might well adopt these suggestions:

1. Provide rich and varied experiences for your child.
2. Study your child's pattern of reading. Try to guide him toward a balanced program of varied and individually satisfying reading experiences.
3. Know your child and his needs. Find out what he is seeing on television or in the movies. Let him share with you the pleasures he finds in them.
4. Set aside a time for reading and for discussing books and magazines. Read with your child.
5. Guide your child to listen discriminately, to read critically, to develop standards, and to appraise comic books, radio programs, movies, and television programs. Help him to become competent in recognizing and selecting programs of worth.
6. Provide books and reading materials on different subjects, and gradually increase their difficulty so as to improve your child's reading skills.
7. Remember, finally, that your child needs to find joy and satisfaction in reading. Help him to develop the necessary skills, and then encourage him to read about things that strongly interest him.

The antidote to television lies in directing boys and girls to find pleasure in good books and in other desirable activities. To accomplish this goal, the home and the school must offer each child a series of successful experiences that fulfill his needs and satisfy his interests.

## Lots of People Are Human

2

*There was a time when it was generally supposed  
that just being an adult meant having all the answers.  
It meant being wise, knowing how, feeling sure.  
Now we know better. We have learned that adults may fumble  
and fail, much as children do.  
Yet we still have a longing for the fruit of the faith we have  
outgrown—for the fulfillment we today call maturity.  
Which way leads to human success?*

## How Unsolved Problems Make Problem People

Bonaro W. Overstreet



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ONE PART-TIME JOB with which I helped to work my way through college was under a woman executive who started me off each day with instructions cut to the same pattern. "Do this," she would say, giving precise directions for some task that would take a scant fraction of my time. "And then do whatever you see to be necessary." With that she would plunge absorbedly into her own work—and leave me to my resources.

In theory, I suppose, such wide latitude should have moved me to bring forth startling fruits of ingenuity—so that, in the end, my employer would have stood astonished at my quick eye for needs she herself had never glimpsed. In practice there was a catch in it. Fresh from the country, I had never worked in an office before and had not the slightest notion of what to do except when I was told. Also



I was shy, awkward in the presence of more seasoned staff members who viewed my fumbling efforts with amusement or impatience, painfully aware of my own ineptitude, and afraid to break in on my employer with questions.

She had known what she was getting when she got me. She had explained that she did not need another trained person—just a pair of hands to do her bidding while she dug her way through a pile of

one situation after another. There is the situation, for example, in which a small youngster, instead of doing what we have asked him to do, stands stubbornly firm on his own two feet and says "No!" There is the situation in which we are asked to take on some new civic responsibility. There is the situation in which our superior on the job criticizes our work more sharply than we feel we deserve. There is the situation in which we are meeting, for the first time, strangers who are going to be new neighbors. There are, in brief, hundreds of situations—thousands of them—and we live well or badly, happily or miserably because of the way we handle them.

Most of the situations that make a difference to us invite us to do at least some things that we know how to do, things for which we have some aptitude and training. But nearly all of them, in varying degree, ask of us something more: *that we do whatever we see to be necessary*. There are no exact, infallible rules to tell us how to speak to a stubborn child, whether to answer yes or no when asked to do a community job, or what to say to a new neighbor. Our only guide is our power to see what is to be seen and thence to respond accordingly.

To return to last month's article, our human success or failure in multiple situations depends upon whether the *phenomenal field*, the field of appearances, that we create for ourselves when we look at our world, bears enough correspondence to reality so that what we see as called-for will actually be fitting.

Many of the blindnesses that make us blunder—like those from which I suffered in my office experience—are largely products of our ignorance, for we see with our knowledge no less than with our eyes. Many others, however, are products of our various emotional blocks. We cannot, as it were, see around our feelings to find out what lies beyond them.

Thus a parent confronted by a

stubborn child may himself be so emotionally insecure that he cannot tolerate the least disobedience. He cannot quietly study the reasons that lie back of the child's resistance. He must immediately prove himself master, lest he lose even the frail security that comes from his being the person whose word is law. He must dominate the child, lest the child's insubordination open the floodgates of his own fears. Such a parent cannot do what is broadly and deeply called for in the situation. He can see only the threat to his own authority and can act only in terms of what he sees. Other facts that may be there, and that may be of prime importance, are nonexistent so far as he is concerned, because they lie outside the awareness that his fear allows him to have.

As high-beam headlights on an approaching car will blind us at night to all the landscape behind them, so our own high-beam emotions often blind us to everything else in the situations we face.

### Looking Beneath the Surface

We tend to make glib use, nowadays, of the term "problem person." A problem child is one who will not do what his parents and teachers ask. A problem worker is one who causes accidents or who foments jealousies and quarrels among his fellow workers or who is unteachable—sure that he knows enough, surly if corrected for an error. An individual, it appears, is commonly judged a problem person if he persistently creates problems that someone else has to solve.

Psychologists, however, are asking us to handle the term with new insight. They are asking us to see the problem person not merely as a person who makes problems but primarily as a person *with a problem*. Or to put the matter differently, a problem person is a problem to himself and therefore to others.

An individual who feels wanted and loved and fairly adequate in his daily coping with life does not,



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accumulated chores. The trouble was, however, that there was not enough work that untrained hands could do without direction. So gradually, wanting me around but not having time to train me in office procedures, she slipped into the pattern of giving me each day certain small manageable tasks and a large unmanageable assignment: "Then do whatever you see to be necessary." And each day I became more clumsy, self-conscious, and guilty-feeling as I tried to earn my keep in a situation where I knew so little that not even my best intentioned staring would make me see what was called for.

### Tracing Problems to Their Lair

I tell this story not for its own sake but because I think it throws one kind of light on our human predicament. Day in and day out, we might say, our fate puts us into

as a rule, make any undue number of problems for other people. His emotions do not force him to be always absorbed with himself. They do not, accordingly, act as a block between him and reality. Rather, being positive emotions of interest and good will, they keep his intelligence and imagination at the job of trying to understand what is before his eyes. Because his awareness thus becomes ever more wide and deep, the *phenomenal fields* created by this awareness will bear enough resemblance to reality to make his behavior suitable and generally acceptable to others.

Such a person, being on reasonably good terms with himself, tends to succeed through his responses to life; tends to accumulate a feeling of being at ease; and tends therefore to make a minimum number of such blunders as stem from emotional tension. "To him that hath shall be given . . ."

### When Fear Takes Over

The problem person, in contrast, is a person who is so ill at ease with life and with himself that what he sees in a situation is more often dictated by his fears than by objective reality. Thus the tragic paradox is enacted: "From him who hath not, even that which he hath shall be taken away." From him who has no atom of self-confidence to spare, even the slight self-con-

fidence that he has is likely to be drained away as his fear-ridden seeing makes him blunder and blunder again. Thus he becomes progressively a problem to others because he is a problem to himself.

I, in my part-time job, back there in college, gave a fair demonstration of how to become a problem person. Lacking the knowledge and skill that would have made me feel equal to my job, I could do well only the few things I was precisely told how to do. Beyond these there lay each day the threatening, cryptic world in which I was supposed to do whatever I saw to be necessary—but which I had no power to understand and to which I could therefore make no suitable responses. As my sense of incompetence mounted, my own emotions made me ever more awkward, jumpy, self-defensive, and prone to blunder. They made me, in short, more likely to create problems for other people.

Fortunately my situation was temporary. Fortunately also it was only a minor part of my life even while it lasted and was tempered in its emotional impact by many other happier situations, on and off campus.

For painfully many people, however—men, women, and children—life is made up chiefly of situations in which fate tells them to do whatever they see to be necessary (to

win affection, to please the people around them, to get ahead in the world) and in which they simply cannot obey the injunction. They cannot obey it because they do not know enough—have not had a chance to learn enough—to see what is in front of them to be seen. They cannot obey it, moreover, because their own desperate fear and loneliness drive them to actions that are so far from "necessary" that they alienate other people. Thus these same actions become further reasons for loneliness and fear.

Although it is true that problem people make problems for others, this, in both time sequence and importance, is a secondary fact. The primary fact is that problem people are people who have problems that they do not know how to solve and that they cannot escape, problems that deeply threaten their sense of belonging and their sense of personal worth.

In *Modern Man Is Obsolete*, Norman Cousins writes, "Where man can find no answer, he will find fear." The person who finds chiefly fear in the situations of his daily living cannot do other than obey the commands of that fear. It is against this problem, so painfully magnified in today's world, that we are invited by our intelligence and our generosity to pit our best resources.

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### "That This World, Under God, Shall Have a New Birth of Freedom"

NOT ALL of us can drive a tank to halt the troops of a ruthless aggressor. But there is not one of us who cannot march in the Crusade for Freedom, a campaign of moral action to show the rest of the world what freedom is and how we Americans feel about it. General Lucius D. Clay, chairman of the Crusade, calls this a "spiritual airlift." You can enlist by signing the Freedom Scroll. In that way you will add your name to the millions of others that will be permanently enshrined in the base of the Freedom Bell, which, on United Nations Day, October 24, will ring out from Western Berlin in defiance of tyranny and in tribute to the defenders of freedom. Follow through with a voluntary contribution to Radio Free Europe, the radio station which, day after day, is puncturing the iron curtain with shafts of truth. A local unit of the National Committee for a Free Europe, sponsor of the Crusade, is already at work in your part of the country. Won't you join up too?





## NOTES FROM THE NEWSFRONT

**Easy To Remember.**—There isn't much chance of a letter to the United Nations going astray. Now that the UN has moved into its new home in midtown Manhattan its address is simply "United Nations, New York." In this case New York stands for the state, and no mention of the city, street, or postal zone is needed. The site of the gleaming, many-windowed world headquarters stretches six blocks along the East River opposite busy Forty-second Street.

**Degrees and Prejudice.**—What does "higher education" really mean? If it means bringing about a change of attitude, as many educators think it should, then how do our colleges rate? Not so high, according to one recent survey. Of 2,000 students questioned on fifty campuses, seniors were found to be no more tolerant in their racial and religious views than were the freshmen.

**Soothing the Stutterer.**—If you are the mother of a boy who stutters (for most children who stutter are boys) doctors suggest you make a quiet habit of reading to him in a calm and easy manner every day. This practice appears to have a comforting effect on the child who lacks self-confidence—and confidence is what the small stutterer needs most.

**White House Conference.**—In a short two months from now about 5,000 men and women will start gathering in Washington to take part in the Midcentury White House Conference on Children and Youth. They will study and discuss (1) a technical report that summarizes all we know today about child growth and development; (2) programs and practices affecting children and young people in such fields as education, health, welfare, religion, and leisure-time activities; and (3) reports on the condition of children in all the forty-eight states of the Union.

**Education's Unified Command.**—Last summer spokesmen for a dozen major educational organizations came together to discuss coordinated planning by volunteer agencies of education in the interests of national security. An interim committee was created with Willard E. Givens of the National Education Association serving as chairman and Edgar Fuller of the National Council of Chief State School Officers as secretary. A National Conference for Mobilization of Education was scheduled to be held September 9 and 10. The National Congress of Parents and Teachers was, of course, represented.

**Good Scouts.**—In 9,000 American communities the week of October 29 through November 4 will be celebrated as Girl Scout Week. Then the country's million and a half Girl Scouts will show their neighbors what they stand for in homemaking, citizenship, health and safety, international friendship, arts and crafts, and outdoor living.

**Extra Baggage.**—Everybody ought to travel light. Tourist bureaus have been saying so for years, and now the family

doctor echoes their advice. Only he is referring to excess fat. The man or woman who is ten or fifteen pounds overweight might just as well be burdened with an extra suitcase wherever he goes. Recently a Chicago specialist in orthopedic surgery warned that those extra pounds may actually be a direct cause of bone and joint diseases. They already bear the blame for flat feet and back disorders, and at best they complicate the doctor's problem in treating sprains, fractures, and dislocations.

**UNESCO Prunes Its Program.**—One frequently voiced criticism of UNESCO in the past has been that its many fine projects tended to wander too far afield from the organization's reason for being. At the General Conference in Florence, Italy, therefore, an agreement was reached that hereafter all UNESCO activities must contribute more directly to world peace. The delegates also voted to place emphasis on working for the extension of human rights in every land and approved an expanded plan for the reeducation of Germans.

**Protecting the Innocent.**—The data on one's birth certificate ought to be confidential, but in actual fact it is hard to keep it that way. However, if a proposal favored by the U.S. Children's Bureau wins sufficient support, every American will have a card showing only his name, sex, date and place of birth, and registration date. Such additional facts as that he was born out of wedlock or that one parent was in an institution at the time of his birth will not appear on the card.


**World Recognition.**—Because of its heroic work in saving child victims of two world wars, the International Union for Child Welfare has been nominated by nine countries for a 1950 Nobel prize. For thirty years the organization has been providing needy youngsters with food, medical help, legal protection, and educational assistance.

**New Honor for Mrs. Hughes.**—After many years of distinguished achievement in the fields of child welfare, civic affairs, and church activities, Mrs. L. W. Hughes has entered political life as the first woman senator to serve in the legislature of her home state, Tennessee. We salute the immediate past president of the National Congress of Parents and Teachers, who is now serving as national chairman of the Founders Day Committee.

### A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 11-50, this means that your subscription will expire with the November *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the December issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.





# The One World Is Here

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**John Harvey Furbay**

THIS IS A wonderful time to be a parent. Our children are growing up in the greatest era we have ever known, though a greater one may be just around the corner. There are some people in every generation who keep looking backward because the future is always full of fear. But there are other people who keep looking ahead. They see new things coming constantly into the world. They take hold of those things; they turn them to the good of their time and their generation. Air transportation is a good example. There are people who think of an airplane as a device for dropping bombs. There are others who believe that the airplane will draw all the world together. What will determine which it is going to be? Nothing on earth but ourselves.

I have had the pleasure of being for four years with the American delegation to UNESCO. Last year the American delegation flew to the international meeting in Beirut, Lebanon. The news-

*When it comes to the one world, it seems we have been thinking backward. The better world is a dream still to be realized, but the one world is the world we live in now. Few Americans sense to what an extent and in what a practical, down-to-earth manner American youth is becoming acquainted with the life, business, and social relations of nations all over the earth.*

papers next morning reported that every delegation from all over the world had arrived by air, and the longest time that had elapsed since any delegate left his home was thirty-six and one-half hours.

When you think about that, you realize why parents need to think of themselves as bringing up children in a thirty-six-hour world. There is no precedent for it. No other generation of fathers and mothers before us has ever done it. You and I are the first. We are going to have to build a program that will fit our children to live in this kind of world.

## Here and Now

When we can call the whole world together in thirty-six hours, it's one world, one community. And it has made us all neighbors. The thirty-six-hour world is a smaller place for our children than the thirteen colonies were for the children of the first people who came

to America! We built a nation out of those thirteen colonies, and we did it because of the steadfast faith of the people. There were pessimists who said, "Look at the differences among us in the thirteen colonies—differences in language, differences in religion, differences in race, differences in cultural background. You cannot put all these people together into one country." Can't, eh? Look at us now.

They had their troubles when they called the first Constitutional Convention. Seven times the delegates got up and stomped out, saying "It can't be done." Today if somebody walks out of a United Nations meeting, we say the United Nations is a failure. We forget our history and our traditions. We forget that people of faith have always overcome things like that.

As far as our children are concerned, we are entering an international life such as you and I do not even dream of. Last year I went with some friends on

a fishing trip to Miami. We went deep-sea fishing all day, came back and had dinner, sat around and talked for an hour, and then caught a plane to New York. I sat down next to a man who was already on the plane. I said, "Where did you get on?"

He said, "Rio. Rio de Janiero."

I said, "Do you live in Rio?"

"No, I live in Chicago."

"You live in Chicago but you got on in Rio?"

"Yes," he said, and he told me that he had a big store in Chicago. "We opened a new branch of our store yesterday in Rio. I flew down with some of our executives to open the store. I'm flying back to Chicago for the opening of the main store tomorrow morning."

That is a picture of the world in which our children are going to live their lives, a world in which a man opens a branch in Rio as casually and as easily as we opened a branch fifty or seventy-five or a hundred miles away a hundred years ago.

The youth of our families today are likely to have jobs anywhere on the globe. Working with aviation groups, as I do, in twenty-three countries and on four continents, I have become so accustomed to seeing Americans all over the world that I sometimes forget how few at home realize that the American frontier has moved.

One of the recent Kiplinger business reports had an article on this very subject, and that article closes by saying: "The undeveloped areas which have been opened [to business and industry] for the first time *comprise about two thirds of the inhabited earth.*" (Think what that means. More new territory has been opened in our lifetime than the total of all that has been opened up since the world began.) "They have one and one-half billion people, ten times the population of the United States, and the supply of factory-made goods consumed by these people last year averaged less than seven dollars per capita."

"It may be a long time before a railroad is ever built across Africa, and it probably won't be needed now, but the chances are good that the bold new program of American business will become over the years the busiest program ever attempted, and the whole world will be full of jobs for well-trained, well-prepared adventurers of America, young men and young women."

Let's look at another aspect of this,

the diplomatic aspect. We are not only in American business all over the world but we are in American diplomacy all over the world. The Marshall Plan, the North Atlantic Pact, the United Nations, UNESCO—all these things mean that, despite the threat of aggression, we are getting together, building a community program for the world.

Look at education. We are educating our children all over the world. At the high school in Geneva, Switzerland, where my sixteen-year-old son is studying, I asked the headmaster how many other American children there were in the school. He said they had an enrollment of about four hundred and that one hundred and three came from the United States. Then I went to the University of Geneva and asked the dean how many Americans there were among the three thousand students. He said a little more than six hundred, 20 per cent of the student body. This year, I learned, twenty-six thousand young Americans are studying overseas.

Moreover, sixteen thousand students came to the United States this year from other countries to learn about our ways.

If we welcome them into our homes as many of their parents are welcoming ours, we can do much to help ensure

permanent peace. We can send them back loving us and trusting our country. Nothing more important can be done for international relations.

## Two Needs of Today

What else can we do? I have two things to suggest. As the geography of the world has expanded, so we need to expand our minds. We need, for one thing, a better knowledge of geography. Many of us don't even know the difference between Iraq and Iran. As a matter of fact, what happens in Iraq and Iran in the next ten or twenty years is likely to affect us and our children more than what happens in any one of the forty-eight states.

My second suggestion has to do with language. We Americans are so bad at languages we can't talk to people of other countries. Even our diplomats sometimes fall short here. I met an American ambassador in a South American country who had been in the diplomatic service eighteen years, and he had made everybody talk English to him all that time. He had been paid a salary to keep his fingers on the pulse of the country, but how could he know the undercurrents of thought there when he could talk only to Americans?



© Lew Morris—Monkneyer

American students listen in on world affairs as they attend a session of the United Nations.



At a United Nations meeting the same thing is apparent. The American delegation always asks for interpreters. They carry on international conferences through interpreters! They might as well try to make love in the same way. And it's much the same problem—trying to convey not cold facts but feelings and the subtle essence of personality. The leadership of the world has been laid in America's lap. But we cannot lead people if we cannot talk to them or if we can't understand what they say.

My prediction is that it won't be long until nobody will dare call himself educated if he speaks only his mother tongue. But we are never going to speak other languages fluently until we begin teaching them at the time when they should be taught—not in high school or college but in elementary school. There is not another country on earth that waits until the adolescent period to teach its children foreign languages.

### Prejudice Dies Hard

We haven't begun, either, to teach the oneness of the world. When I finished school I thought all people in Africa were savages living in mud houses. Yet I have sat in some of the most beautiful libraries and drawing rooms I have ever seen listening to

symphonies of recorded music in the homes of Africa. I thought that people in Alaska all lived in igloos; I didn't know that you can hardly find an igloo in Alaska. I thought all people in China ate rice; I didn't know that most of them don't like it. I thought all people in Holland wore wooden shoes.

When are we going to stop teaching our children this kind of nonsense just because it's picturesque? When are we going to start teaching them that we are all alike, that every living, breathing man, woman, and child is first of all a person, and second, third, fourth, or fifth an Eskimo, a Frenchman, an African, a Mohammedan, a Catholic, a Jew? Until we do that, we are not going to have one world in the spiritual sense.

The same thing applies to people of other religions. We are a Christian country, and we are proud of it, but we must realize that most of the people of the world are not Christians. I have lived with them long enough to find out that all the big religions have much in common. I went up the mountains of Lebanon last year with an Arab boy. He said, "Religion is very much like climbing a mountain, isn't it?"

I said, "How do you mean?"

He said, "There are lots of ways to climb a mountain. Some people prefer a path on one side to get to the top;

some take a path on this side. There are lots of different paths. But sometimes we quarrel with our friends about which path to take and we forget to climb at all."

How right he was! If we spent half as much energy climbing up the path as we spend finding fault with other routes, we should be better off, and so would the world.

Race prejudice, of course, is the touchiest problem we have. Personally I think all such prejudices would go right out the window if we would teach our children the simple, honest facts of anthropology. The anthropologist knows there are no superior or inferior races. There are superior people and dumb clucks in every race, including our own. And the anthropologist knows that the color of a man's skin doesn't have a thing to do with his character.

Here is a global problem that none of us has squarely faced yet. The truth is that three quarters of our world's people have colored skins. And it is equally true that the whole world is looking to American leadership right now. Yet until we can accept all people as our neighbors, we are not in a position to lead other countries.

### The Future Is Upon Us

And what is the future of our children if we don't? What is the future of our children if a landslide of these other countries goes over behind the iron curtain? Those are things that George Washington didn't have to think about. Our grandfathers didn't have to think about them either. But you and I have to think about them, especially as to the question of race and color. We can't do business with people in other countries if we are going to treat them as inferiors. We can't become neighbors with them. And we are missing something wonderful thereby. My experience in working with every kind and color and race of people in the world has shown me that each group has something in which it excels.

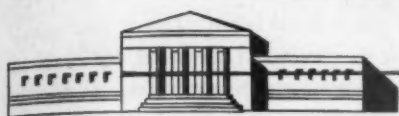
Why, then, should we shut ourselves off from others? We need some things our neighbors have and can give us. The great artists of the world are not people of any one color of skin, any one religion or philosophy. Why don't we get together? We could make it a better world for all of us. Let it be our mission as parents to bring up a generation of children who are able and eager to create that kind of world.



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# WHAT'S HAPPENING IN Education?



• *I live in a farm community. We have recently decided to replace a number of one-room schools with a consolidated school. This means we must build a new building. Parents and teachers have been invited to offer suggestions so that we can have the kind of building we really want. Can you tell me where our P.T.A. may turn for information?*—MRS. E. O.

I suggest that you contact the architect's office or school building division of your state department of education. Your state university may also be of help.

Then there is a new book that is tailor-made for you. It is *Planning Rural Community School Buildings*. Experts from all over the United States, meeting in conferences, helped prepare the basic material for this 162-page document, edited by Frank W. Cyr and Henry H. Linn of Teachers College, Columbia University. (Order it for \$3.75 from the Bureau of Publications, Teachers College.) And to give it the final dash of authority, the book is sponsored by the National Council of Chief State School Officers—state superintendents to you.

First the book asks "How is a school building planned?" Then it shows illustrations of floor plans and sketches. (You and your fellow P.T.A. members will want to look at the plans for Cambridge Central School, pages 50-52.) But the book does not content itself with floor plans alone. How you use the ground is just as important, so there is a section on site plans. Another long section is devoted to special facilities. Here you will find examples of "an activity room or alcove in an elementary classroom" and "school kitchen plans," also plans for physical education, vocational agriculture, home economics, even a "teacherage." At the end you will find suggestions for further sources of help—individuals, organizations, and publications.

While you are waiting to consult this book, be sure to read the article on school buildings that appeared in the May 1950 issue of the *National Parent-Teacher*: "Planning the Modern School Plant" by John B. Funk, chief engineer of the state of Maryland.

• *We have set up a committee to promote good reading among our school children because we think the*

*best way to combat the more horrendous comics is to introduce children to books. What suggestions do you have for our committee?*—MRS. P. G. O.

This is, perhaps, a double-headed task. First you have to make sure that you have on hand the books that can compete with the comics and, second, you have to make book reading exciting to the youngsters.

In the matter of selecting books you can secure help from a librarian—particularly one specializing in the field of children's reading—if such a person is available. A new guide on this subject is *The Reading Interests of Young People* by George W. Norvell (published by D. C. Heath). Dr. Norvell is supervisor of English for the state of New York. His book presents the results of a study that surveyed more than fifty thousand children. He remarks:

The special factors which arouse boys' interest in reading materials are: adventure (outdoor adventure, war, scouting), outdoor games, school life, mystery (including activities of detectives), obvious humor, animals, patriotism, and male rather than female characters.

For girls the favorable special factors are: adventure without grimness, humor, animals, patriotism, love, other sentiments, home and family life, male and female characters.

Dr. Norvell says boys do not like books that feature "love, sentiments, home and family life, didacticism, or nature." Girls turn away from stories of grim adventure and also nature.

Once you have the books that boys and girls like, there still remains the problem of leading them to discover the many and varied pleasures of reading. An excellent opportunity for school and parent co-operation comes in the late fall when we celebrate Book Week. For a list of inexpensive materials, posters, and suggestions write to the Children's Book Council, 50 West Fifty-third Street, New York 19, New York.

This year another reading promotion program of special appeal to junior and senior high schools is being developed through the cooperation of the American Book Publishers' Council, the American Library Association, and *Scholastic Teacher* magazine. This is the book bazaar plan. A free plan book suggests ways of working with your local bookseller, or

-sellers, to hold a book bazaar. It shows how to arrange exhibits of books and bright book jackets according to the interests of children. It also contains examples of good publicity. Proposed theme for this year is "The World at Your Fingertips."

I know of schools that have made books as exciting as the Friday football game through fairs and bazaars. This book bazaar plan is one on which your committee can elaborate at will. You can fit it to local conditions. It can be used even if you don't have a local bookstore. For a free copy of the book bazaar manual, write to *Scholastic Teacher*, 7 East Twelfth Street, New York 3, New York.

Also, go back to the June 1950 issue of this magazine and reread Roderick Ronson's "The Comic Corruption." It may give you some ideas about the tastes of individual boys and girls.

• *We seem to be plagued with bicycle accidents. None of them have been terribly serious yet, but they could be. I suppose other schools experience the same trouble. Can you tell me what, if anything, is being done to minimize such accidents?*—F. R. C.

Near Chicago the youngsters in one school recognized the dangers of "bikes," and they took up the question in the student council. Students made a study of local regulations about bicycles. They found that these had been drawn up years ago and were inadequate. After further discussion they drafted a new set of regulations governing bicycle traffic. They took these, with their arguments, to the city council, which adopted the regulations. Net result: fewer bicycle accidents.

I have seen reports of another school in which the student council made up a list of bicycle rules similar to those for automobile drivers. Then various classes also contributed ideas. Finally a complete list of rules was prepared, duplicated, and given to each bicycle owner. The whole question of bicycle safety came up for discussion at the time the rules were distributed.

Still another school—an elementary one in this case—stresses the safe care and maintenance of bicycles. Each fall ten points of bicycle care are posted. When spring comes, the safety patrol, assisted by two faculty members, inspects all bicycles. They check the brakes, tires, lights, fenders, and so on. If a child's bicycle is in approved condition he may compete with it in bicycle games that call for proper turning, stopping, and parking. The games help the children learn how to have control of their bicycles at all times and also make certain that they know the rules. This program has proved very effective.

• *I have been asked by our principal to start a school paper this fall. He says we need one not only for the school but also for our parent-school relation-*

*ships. This came to me as quite a shock, since up to now college themes have been the limit of my writing experience. Where can I find out how to organize a school paper?*—M. M.

Much depends on the size of your school and the grades it includes. If the school is small or if you teach grades under nine, you may wish to limit yourself to a mimeographed or hectographed newspaper. Excellent papers may be produced by this method if the total number of copies to be printed remains fairly small.

There are a number of textbooks that are really handbooks. One of the most widely used is *High School Journalism* by Harold Spears and C. H. Lawshe (Macmillan), recently issued in a new edition. I hear that Harper will soon release a new book in this field. Such books will introduce you to the mysteries of leads and picas and type faces. They will suggest how to build a staff of students, how to copyread, and how to read proof.

Another good source of information is the Columbia Scholastic Press Association, Columbia University, New York. This organization issues valuable handbooks and a monthly magazine called *The Adviser*. To start your staff off right let them see the new film *The Newspaper* (Encyclopaedia Britannica Films, Wilmette, Illinois). From the *New York Times* (229 West Forty-third Street, New York 18, New York) you can obtain for one dollar a fine filmstrip on newspaper making.

If you are in a high school perhaps you can arrange to organize a journalism class. (Don't worry. You and a good textbook can teach it.) This class can produce a trained staff of youngsters who will make it easier for you to act as faculty adviser on the school newspaper.

Before you accept the assignment from your principal, make it clear to him that running a newspaper takes time, lots of time. If he wants a good paper he must allow you enough free periods to make it a paper of which the school will be proud. Some schools give the adviser one period a day for this work. I know one in which the adviser has three periods a day—to bring out a paper every two weeks.

Also ask your principal to assign some other teacher, preferably one in the business education department, to take over all business management duties, including advertising and circulation. This will afford good experience for business students and save your time for editorial activities.

Students usually "lap up" an opportunity to be on a paper. Once you get yours well organized, they will assume a large share of the burden. If you give your editorial staff plenty of assistants from among younger groups, you will guarantee yourself enough trained workers to begin operations each fall.

—WILLIAM D. BOUTWELL



When most of us think of sharing we think of it chiefly in terms of giving. "Billy," we say with the best intentions in the world, "give up your dump truck to your little friend. You must learn to share your playthings, you know." Yet the true joy of sharing, as Dr. Osborne points out, lies both in giving and in something else, equally important. What this other ingredient is and how the two can be shaped into the child's experience are matters well worth considering.



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This is the second article in the preschool series of the "Growing Toward Maturity" study courses.

WHAT A LOT OF THINGS a child has to learn in this process of growing up! There are certain ways of eating, sleeping, and eliminating upon which we insist. He must learn how to talk to us, how to dress himself, how to move from place to place. And in addition to these and many more concrete tasks we expect him very soon to know how to get along smoothly with others.

An essential part of this business of getting along with others is that of sharing. And just what is it we usually mean by sharing? To most of us it's a very simple thing. We

expect our youngsters to give up their playmates, toys, and other beloved possessions. So when the Jones child next door comes over to play with our Billy, we put on the pressure to have Billy give up his tricycle, his dump truck, or his ball so that Jones, Jr., may have fun with them. We expect a struggle and we usually get it. But we hope that if we work hard enough and long enough at it, Billy will finally learn to share with reasonably good grace.

Is sharing really as simple as this? Is it primarily a matter of gradually

## Not Too Young To Share

Ernest G. Osborne

changing a "naturally" selfish child into an unselfish one? Let's look at sharing from a somewhat different angle.

First of all, we are likely to think of sharing as entirely a matter of giving. But it should be far more than that. True sharing is both giving and getting. Or it should be. If four-year-old Mary Ann has a chance to share in the delightful job of making a cake with Mother in the kitchen, letting the little girl next door play with her toys is much easier. If Larry knows that Dad will let him use that new pencil with four different colored leads, he'll be much more likely to let his little brother play with his favorite fire engine.

Indeed the positive side of sharing—the getting side—is where most of us parents fall down. And in so doing we make it needlessly hard to develop attitudes of sharing in our children. Usually because it seems to be too much trouble, we miss opportunity after opportunity to provide sharing experiences that are satisfying. All through the day, even our youngest can have a variety of sharing experiences if we are alert to the possibilities.

### A Day of Give-and-Take

Suppose we follow Mary Ann through the kind of a day that



makes sharing a real pleasure for her. As she gets up in the morning, Mother asks whether she would like to wear her pink sun suit or the blue one. That's sharing in a decision, simple though it may be. She does her part in getting breakfast, too. It's a lot of fun to make toast and to fry bacon. Mary Ann's grandmother thinks this is too much to expect of a four-year-old, but Mother knows that she can do the job and that the feeling she is doing her part is important.

Later in the morning, Mary Ann decides she'd like to dress up "like a big lady." With a little unobtrusive help from Mother she puts on lipstick, powders her nose, and sprays a little of Mother's best perfume behind her ears. Now it's Mother who is sharing some of her things—and that's very important in a child's learning to share.

In the afternoon after her nap, three or four other four-year-olds are coming to play. Mary Ann and Mother talk over plans. "Let's see," says Mother, "what do you think Jacqueline would like to do most of all?" After a brief conference the two of them work out a plan that will help things go smoothly when the other youngsters arrive. And the tea party they have together at the end of the afternoon's play is a lot of fun because everyone helps.

In the evening when Dad comes home, he tells both "his women" about some of the things that have happened during the day. Though Mary Ann doesn't quite understand all he says, she has a nice, warm feeling about being in on the conversation. It's much more fun to talk and play with Daddy than to have him sink back into his easy chair and shut himself off with a newspaper. It's fun to have Daddy share what he's been doing.

And then it's bedtime. Once again Mary Ann has her share in the process. There's a little gentle roughhousing with her father, the business of getting into her pajamas by herself, and then a story—partly true and partly made up—in which she's the heroine.

All through the day she's been a part of the family, doing her share and having fun doing it. It hasn't all been smooth going. She didn't want to pick up the toys she'd scattered around during the morning. But a little kidding from Mother and a helping hand got her over that hump. It looked, too, during the afternoon with the other children, as if there might be a little difficulty. But again, Mother stepped in and quietly helped Mary Ann and her friend Betty work out the problem of which one should be "mother" while they were playing house.

### The Rewards of Sharing

If we take a careful look at Mary Ann's experiences during the day, we will note that her sharing has been largely of a kind from which she got a good deal of satisfaction. The simple, everyday things she did with her parents and with her playmates provided her with a feel-

ing of belonging, of being an important part of her family and of her play group. Only as a child has these satisfactions can we expect him to be able to carry through the other side of sharing, giving up something he would like to have for himself.

There are, of course, other things that give support to a child in learning to share. The spoken approval or the commending smile when he has been willing to share, plays its part. And it should be emphasized again that parents who are willing to share their possessions with a child, as Mary Ann's mother shared her cosmetics or Larry's dad shared his automatic pencil, contribute mightily to the development of the child's own willingness.

But perhaps this sounds all too simple. Some of us may be misled and think that the ability to share willingly can be developed overnight. No, it isn't a short-time thing. There will be plenty of ups and



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downs, many discouraging moments. So, let's back away from Mary Ann's day and look at some step-by-step procedures.

### Mine, Yours, and Ours

Nina S. Ridenour has prepared a pamphlet on the special problems of young children in which she outlines five steps in the development of a child's ability to share. They're well worth thinking about.

*Step 1.* He learns that some things are his own with which he can do as he pleases. This gives him confidence and a sense of security, not unlike the feeling of security one has if there is money in the bank.

*Step 2.* At about the same time he learns that there are some things which are not his own. It is hard at first to get clearly the idea of which is his own and which is not his own. But it comes gradually.

*Step 3.* Soon he recognizes that the not-his-own things have owners, that brothers and sisters and playmates have sole rights to some things he would like to have.

*Step 4.* He begins to learn the mean-

ing of time slowly but surely. "Later," "after a while," "in a few minutes," "when Jimmy has finished playing with it" at first mean only that he can't have what he wants. Gradually he realizes that if he waits his turn will come.

*Step 5.* As he plays more and more with other children he begins to learn that a thing can be both "my own" and "yours"; it can be "ours." And there is where sharing really begins.

If we agree with Miss Ridenour that these are the steps in really learning to share, we parents have a number of things to think about. First of all, a child should be allowed to own things that he decides to share or not to share. They are his and should not be taken from him to be given to another child. If they are taken away, this merely convinces him that these toys are not "mine" but "yours." During the early stages of learning to share, he shouldn't be pushed too hard.

Too often we expect even a very young child to share completely with a child who is visiting him. Or

we give prior rights to younger children and to little girls. We need to ask ourselves whether these are really sound procedures. And if there is a dispute, do we always assume that the other child is right? Learning how to share and on what basis sharing should take place are not helped by such arbitrary procedures. Perhaps the younger child has had the toy in question for a very long time. Or the little girl is taking advantage of her sex to "hog" all the playthings. If we as referees try to help decide matters on their merits, we are contributing much more effectively to our children's acceptance of the true spirit of sharing.

Experience in a nursery school or play group helps, too. The youngster who sees other children taking turns, sharing toys, playing together without quarreling, finds it easier to do the same sort of things than does the child whose only contacts are with one or two youngsters at home. The fact, too, that there are a good many things with which to play makes a difference. If when he is asked to give up something he can turn to something else that's interesting and fun, it's much easier.

### Learning Through Love

Most important of all—and the base on which unselfishness is built—is affection. The child who is unsure of whether he is really loved tends to turn to material possessions as a kind of substitute. The youngster who is happy with his parents, who knows that he is loved, is far more likely to share easily. Being happy, he doesn't have to cling to a stuffed animal, a doll, or some other plaything for his security.

Yes, sharing is important in the kind of world we live in. And a child is never too young to begin learning how to share. If we can relax and remember that the ability to share is not something with which he is born but rather something he must gradually learn, we can do our part effectively.

See questions, program suggestions, and reading references on page 34.





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## They Deal in Futures

THE UNITED STATES NOW has approximately fifty million children and young people under twenty-one years of age, an increase of more than 10 per cent in approximately seven years. In the last two decades great strides have been made in raising our standard of living, in reducing infant and maternal deaths, in improving housing, eradicating slums, lifting the level of family life, and the general welfare of youth.

We have gone far enough to know that much more remains to be done. We know that every community requires at least six major planks in its program for children and youth:

1. Understanding and awareness of the needs of children, youth, and families and of their fundamental importance in our society.
2. Services necessary to meet the needs of children and youth—services that are high in quality and sufficient in number and kind.
3. Agencies to furnish sponsorship and continuity for such services, with enough qualified personnel to man them; and a centralized or coordinated plan of raising funds for the support of private or voluntary agencies.
4. An integrated program of basic public and private services—social, health, medical, and educational—within which special services for children and youth should have their proper place.

*The Community Chest, now a long established and honored institution, fills many an immediate need but is seldom thought of as being concerned with the future. Yet through the benefits it assures to our children and youth it becomes a vital factor in strengthening and improving facilities for their health, education, recreation, and vocational guidance. Here are some important facts about a characteristically American project.*

Leonard W. Mayo

5. Whatever coordination and teamwork among the several fields and professions may be needed to ensure the well-rounded growth of children.

6. Scientific research in child care and youth development—research that aims at an analysis of present programs.

Such a program is frequently hard to achieve because of too little knowledge, too much sentimentality, and lack of funds. Sentiment and charity, in their original sense, should still be the principal forces, but they must be expressed within a framework of scientific knowledge and against a background of deep conviction that the future of the race depends upon the quality of human beings we produce. The forthcoming Midcentury White House Conference on Children and Youth, to be held in December, will be devoted in large measure to bringing together all our usable knowledge about the rearing of children and the guidance of youth and to pointing up the major gaps that still exist.

The responsibility for face-to-face education in such matters, however, like the financing of private agencies, is still a local matter. What is the record of your community in stability of family life, juvenile delinquency, infant and maternal deaths, and the whole broad field of health and welfare? If you have a Community Chest, the chances are that an honest



appraisal would reveal that it needs additional support in both volunteer help and dollars. If you have no coordinated plan for raising private funds, you should have a Chest of your own or one in collaboration with a near-by community.

### The Community Chest and the Children

The Community Chests of the nation deal in futures. They are concerned with the future of the community, the future of every child and family, of every young person. It is conservatively estimated that 50 per cent of the more than 190 million dollars raised last year in Community Chest drives was allocated either directly or indirectly to children and youth. This sum (and more is needed) was devoted to the care of children whose homes demanded sustained attention, those who required placement in substitute homes, and young people of all ages whose health was impaired; to recreational leadership and facilities for youth; and to psychological and vocational guidance.

In a real sense the Community Chest and the agencies it supports are full partners of the public and private schools of the nation. This fall nearly fifteen hundred communities, large and small, will again engage in their annual Chest drives. The nearly two hundred million dollars raised last year may well be exceeded this autumn as a vast army of volunteers swings into action. The funds thus raised are the sole source of income for thousands of these agencies and the lifeblood of private welfare work in more than a thousand towns and cities.

The Community Chest is unique; there is nothing quite like it anywhere in the world. The idea itself and the organization that has emerged to give it

expression are part and parcel of our culture and philosophy, typical of our way of doing things. We want to be generous in response to need; we believe in efficiency and sound business methods; and we believe that the kindest and best way to help people is to make our gifts anonymous by placing them with an organization that has professional knowledge, warmth, and the wisdom to make giving and receiving a dignified, constructive experience for both the donor and the recipient. The modern, well-run Community Chest makes it possible for us to express all these beliefs and satisfy these desires and thus carry at least a portion of our share of community responsibility toward people in need.

The Chest idea was born in World War I. At first it was known as the War Chest, the proceeds being devoted to soldiers and civilians directly engaged in or affected by the war effort. Shortly after the war the plan was modified to serve peacetime requirements, and the growth of Community Chests has been steady and substantial. It is conservatively estimated that every year, in Community Chest areas, four out of ten families are served in some way by a Chest agency.

### Difficulties and Dangers

The methods and philosophy represented by the Community Chest have been an accepted part of American life just long enough, however, to make a thoughtful person wonder whether their future is quite secure. When communities begin to take a program of this character for granted, those who believe in it had best apply themselves with renewed effort to reawakening interest and developing new support. We know what may happen when people become too complacent. So far as the Community Chest is concerned there are several typical attitudes that threaten its present and future, among which are the following:

1. *The let-the-government-do-it attitude.* Before and during Community Chest drives one frequently hears the comment, sometimes expressed honestly and sometimes as a rationalization, that government has assumed more and more responsibility for health and welfare and hence we might as well let it take over the whole load.

This, of course, is a doctrine of despair. One of the unique things about our society is the partnership of private and public effort in many fields. Whatever government can do will be done with far less threat to society and with greater effectiveness and efficiency if voluntary agencies remain vigorous and independent in carrying their share of the load. One of the first signs of decay in any civilization is the relinquishing of individual responsibility.

2. *The I-won't-support-the-Chest-because-I-don't-like-the-X-agency sentiment.* Obviously the intelligent citizen should do what he can, through appropriate channels, to improve any agency that requires it, first taking pains to determine whether his criticisms are well founded. In any event the value of a health and welfare program must be



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judged as business, industry, and public schools are judged—not on the basis of glaring examples of failure but on the effectiveness of the whole. Failure to support a program, an idea, or a movement because of our displeasure with one aspect of it threatens the movement in which we profess to believe.

3. *Objection to the supposed "big overhead" of Community Chests, councils of social agencies, and individual agencies.* As a matter of fact, total campaign and year-round administrative costs of Community Chests amount to less than 7 per cent of the total funds raised. Administrative costs of health and welfare agencies are also universally low rather than high. The major costs in most agencies are for personnel. And quite properly so, for the services offered by an agency are given via the staff, whose judgment and skill, based on training and experience, must be paid for as in any profession.

It is safe to say that for every agency whose administrative costs are excessive there are twenty that struggle along on a starvation income while citizens stand by and allow what might become an effective community instrument to remain a weak reed in the face of serious social and health problems.

4. *The it's-a-waste-of-money-to-try-to-help-all-these-people attitude.* Ranged against those who hold this view is the weight of objective, scientific investigation. Science has revealed the fundamental importance—at home, at school, and on the job—of understanding personality and of working patiently and skillfully to prevent failures and breakdowns, whether economic, emotional, or mental; for all of them bring untold suffering to individual persons and excessive expense to the communities.

### On the Positive Side

More important than the reasons why a few people do not back the Community Chest are the reasons why thousands continuously and vigorously support it.

"Why," I said recently to a fellow commuter, "do



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you think it is important to give evenings and week ends to the support of the Community Chest and the social agencies of your town?"

"In the first place," he replied, "the Chest does far better than I can do alone, what needs to be done in my town. It combines understanding and technical skill with warmth and a practical neighborliness. It applies business methods where business methods are applicable and makes full use of professional skills. Finally I support the Chest because it in turn supports the agencies, and they restore, rebuild, and conserve the manpower of my community."

If my fellow commuter had had children in the public or private schools of the community I am sure he would have added that, in order to provide needed strength for the Chest and the agencies in the future, school children should at the earliest possible age be brought into some sort of participation with the Chest and with the work of the individual agencies. Our schools are the "stock piles" from which the material essential to the life and leadership of the community must come. If it is important to look upon young people as the potential defenders of the nation in war, it is doubly important to regard them as the defenders of all services needed to build healthy, well-adjusted, and well-informed citizens.

Without increased adult leadership, however, we cannot expect the Chest movement to prosper or the health and welfare program in your community and mine to go forward. Certainly unless parents and teachers show the way, the young people in our schools can hardly be expected to come into the fold with enthusiasm. There are a hundred and one ways to bring in the schools practically and helpfully. Your own Chest or the national headquarters of Community Chests and Councils in New York City can tell you how. The point is, you need to roll up your own sleeves first, volunteer your own services if you have not already done so, and have the time of your life helping to make *your* Chest a 100 per center.

At the close of the Chest campaign this fall, the persons to be pitied in your town and mine will not be the mother struggling to get her children through school or the disabled veteran working to prepare himself for productive work or the young woman fighting a losing battle against rheumatic fever or the child whose broken home has brought him to substitute parents. The persons to be profoundly pitied are those who might have thrown themselves into a great cause—and did not; those who contributed five dollars to the Chest when ten times that amount would have meant no sacrifice; those who stood on the side lines while the great company of men and women and youth enlisted in the Chest army went marching by.





# American Education Week Has Plus Values

Agnes Samuelson

THE PLUS VALUES of American Education Week are increasing each year, and the 1950 observance promises to be the greatest in the history of the movement. Every parent-teacher unit should give the program an extra push this year. Our stake in freedom transcends everything else, and the general theme and daily topics fit precisely into the needs of the hour.

In planning your events for American Education Week, remember that the observance is official business for parent-teacher associations. The National Congress of Parents and Teachers is one of the four national sponsors, along with the American Legion, the National Education Association, and the U.S. Office of Education. Mrs. John E. Hayes, president of the National Congress, participated in the January meeting of representatives of these sponsors, at which time dates and topics were selected. Moreover, the National Congress of Parents and Teachers has supplied some excellent materials for use in radio programs and discussion meetings.

## Some Lively Suggestions

Just what are the steps to take in getting started? Here are a few ideas that may serve as springboards for planning your 1950 program. First of all, appoint a committee to meet with your school authorities, and tell them you are ready and eager to know how you may be of the best service in the total program. Your committee should be supplied with the basic planning materials available from the National Education Association at nominal cost. Send for the N.E.A. order folder, which gives the complete list. (The address is 1201 Sixteenth Street Northwest, Washington 6, D. C.) The pattern for your American Education Week projects may be set in terms of the educational goals of your state; as recommended by the president and school education chairman of your state congress.

A glance at the daily topics for the week suggests that every one of your committees should take advantage of such opportunities to point up the relation of their specific programs to child welfare and to better home and school

living. Forums on selected aspects of juvenile protection, citizenship, legislation, and other areas would be in order. Effective also are interviews, devotional services arranged with the clergy, and speakers' squads. A discussion of the ways in which parents and teachers may best guide children's tastes in radio, comics, movies, television, and newspapers is usually lively. Symposiums on the needs of children in the community or on the obligations of the school to the community and vice versa are interesting and exciting when participants are well-known leaders in civic and school life. An evening of group discussions of the daily American Education Week topics, followed by a summary, has likewise proved popular in the past.

Your entire association might well concentrate on the two special National Congress projects: (1) the radio script based on Friday's topic, *Home-School-Community Teamwork* (four and a half minutes), written for American Education Week by Thomas D. Rishworth, National Congress chairman of Radio and Television, and available from the N.E.A. for fifteen cents; and (2) the pamphlet *Our Schools and the Next Decade*, the report of the Joint Committee of the N.E.A. and the N.C.P.T., available from the various state congress offices. You will find *Our Schools and the Next Decade* chock-full of facts and figures on school conditions, especially the effects of

increasing enrollments upon buildings, equipment, curriculum, personnel, and funds. A team of P.T.A. members might appear before other local groups to present this material.

## Eyes on the Target

The two major activities which distinguish American Education Week are visiting the schools and interpreting educational policies and practices. More than ten million people visit their schools during American Education Week each year, and millions of others are reached through audio-visual programs. Help to bring the people to your schools by means of an open house, and the schools to the people by means of community events. Planning such occasions as these is a natural function of parent-teacher associations, since they serve as liaison groups between the public and the public schools.

Recognizing the work of the school board and the teaching staff through P.T.A.-sponsored newspaper features or a radio program would be an appropriate project, as would a luncheon meeting devoted to the home and family life program of the P.T.A.

Building home-school cooperation is a round-the-clock process. It does not begin and end with American Education Week, but during these seven special days the groundwork can be laid for developing greater community concern for the well-being of the schools.

## American Education Week NOVEMBER 5-11, 1950

### General Theme

Government of, by, and for the People

### Daily Topics

Sunday, November 5: Moral and Spiritual Values

Monday, November 6: Responsibilities of the Citizen

Tuesday, November 7: Meaning of the Ballot

Wednesday, November 8: Urgent School Needs

Thursday, November 9: Opportunity for All

Friday, November 10: Home-School-Community Teamwork

Saturday, November 11: Freedom's Heritage



## AT THE TURN OF THE DIAL

• Thomas D. Rishworth

*National Chairman, Committee on Radio and Television, and  
Director of Radio House, University of Texas*

RECENTLY A clergyman friend of mine stopped me on the street to tell me of a new radio program he was planning. The local station had offered him a regular period once weekly to use as he wished. His was one of the largest churches in the area. He was widely known and respected. Yet he was disturbed—in spite of his long experience both in the pulpit and at the microphone. He asked me "What do you do with ten minutes?" I was about to reply with the usual glib answer when I paused to ask myself the same question. What do you do with ten minutes?

In all our radio stations the problem is to fill a given period of time. In the great majority of our stations the problem is to fill a given period by selling it. Too frequently, however, the solution reached by the station results in something that merely serves to keep the broadcasting outlet on the air.

Many of our P.T.A. broadcasters are guilty of the same attitude. A generous station manager consents to donate time for a series of parent education broadcasts. The local radio chairman has not clearly outlined her plans and immediately resorts to the easiest solution. She must fill the time—and filled it is with a meaningless, dull conglomeration of words. Too many of our programs today are mere segments of sound extending between two intervals on the face of the clock. I sometimes wish that the Federal Communications Commission would require each station to offer its listeners a regular period of silence, not at the close of the broadcast day but during the shank of the listening hours.

### Stop Watch on the World

What do you do with ten minutes? In these days of perpetual crisis each one of those ten minutes is meaningful. Why waste it? A good life is time well spent. A good broadcast is time well used, whether it be for entertainment, education, or information. With the possibility of a world conflict at hand, listeners are turning more and more to their radios for the news of battle, rationing, controls, and policies. Radio, even more than television, is a tremendously effective medium for creating morale, organizing support, and establishing attitudes. There is an urgency in life today that makes Jacob Malik, the United Na-

tions delegate of Soviet Russia, a national villain in millions of radio receivers and on thousands of television screens. And our dislike for this man arises from the very fact that he stalled the machinery of peace and international accord through fourteen sessions of the Security Council—an entire month of time wasted while men were dying in Korea.

Parent-teacher associations throughout the country should be using their local radio and television facilities to the best advantage in the years ahead. Young men and women by the thousands are leaving their homes and schools for service in our armed forces; thousands of others are leaving their jobs and families for the defense of our way of life. And while they are gone the P.T.A. must attempt to give the home front more meaning, greater strength, and higher courage through broadcasting the principles of our movement to people everywhere.

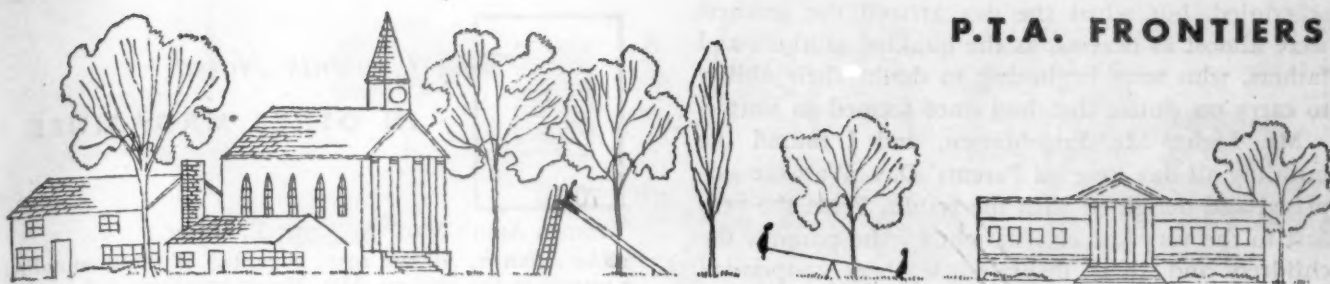
This is not the time for platitudes. Our broadcasts must use every minute, every second wisely to answer the questions that arise inevitably during a war: How can we start building a family? Why go to school? Why plan a future? Why stay at home with an atom bomb rumbling in the future?

### As Time Runs Out

May I urge that all of you examine the study course outlines in this month's magazine and in September's? Here is basic material for your radio broadcasts during the coming year. The 1950-51 study courses have the general theme "Growing Toward Maturity." Certainly no better topic could be chosen for an entire world that is groping toward maturity under the sobering influence of attacks on everything for which America stands. The time is short for re-examining the foundation on which we have built our country: an abiding faith in the enduring security of our homes and churches and schools. The time is ripe for talking about these things in words that inspire, facts that reveal things as they are, and ideas that give promise of things as they can and will be.

Again I ask: What do you do with ten minutes, with one minute, with one second? Each tick of the clock brings us nearer that high moment in history when peace and freedom shall again be ours.





## Oregon Parents Teach for a Day

YOU'VE OFTEN HEARD PEOPLE SAY, "I wish I could get inside one of those classrooms for just one day. I'd teach those young ones a thing or two!" Well, the citizens of St. Helens, Oregon, did just that—with benefit to school, students, and community.

It all started last spring when, one night after extension class, Wilbur Engebretsen, director of physical education, and I, a principal, were discussing our P.T.A. over a cup of coffee. After a while I confessed to Wilbur that in a weak moment and without much forethought I had volunteered to have the men members of the P.T.A. furnish the program for one of the regular meetings. Being a bit overly enthusiastic at the time I had boasted that the men would "do something different." Now after several postponements I had run out of excuses. I had to produce and produce fast, for our meeting was just two weeks away.

I still don't know whether Wilbur was trying to be humorous or to allay my worries, but I nearly choked when he said "Pat, I've been wondering for a long time why some enterprising principal doesn't invite the parents to take over the school for a day."

"You mean—?" I started.

"Yes," he interrupted. "I mean just that. Let the parents take over every job from principal to janitor. Let them take over every class, prepare their own lesson plans, and teach each subject the way they'd like it taught."

"But—" I tried again.

"But nonsense!" he came back. "You principals keep saying you'd like to see the parents take more interest in your schools. Well, how could you give them a better chance?"

So we worked over the idea a little more, and the more we worked the more possibilities loomed up, until I became enthusiastic enough to pay for the coffee—to which Wilbur offered no objection.

### Preparations and Publicity

Driving the thirty miles home I had ample time to think. I finally decided to present the idea to the P.T.A. board, which met the following day. But first I felt I had better clear with my superintendent,

Floyd Light. So not considering the hour, I telephoned him and asked his approval. From the way he said "Surely, sounds like a good idea; now go back to bed," I knew he was practically as enthusiastic as I was. Next day all the P.T.A. board members, led by Mrs. Grace Rowell, the president, fell wholeheartedly in with the plan, and so did the teachers at their meeting later in the afternoon.

A P.T.A. committee, made up of both parents and teachers, was appointed, and we were off. Notices were sent home to parents, and the local papers got us publicity not only in their own pages but in the two large Portland dailies. One of these articles led eventually to a radio broadcast, with a nation-wide hookup, of "Parents' Day at John Gumm School."

Probably the best publicity, however, came through the children who hurried home to tell Mom and Dad that they just had to come and teach a class because "Johnny's dad is going to teach arithmetic in the seventh grade."

The P.T.A. scheduling committee was deluged with telephone calls and notes from anxious parents—some anxious to teach and others anxious to know how seriously insane were the principal and teachers of John Gumm School. Even this second group eventually became our ablest, most willing backers, until the final count showed fifty-nine parents who would be willing to teach at least one class. All of them were



© Von Smith for Major Ragland

A fascinated eighth-grade social studies class is transported to the wilds of Northwest Canada by H. W. H. Adams, grocer and sportsman.

scheduled, but when the day arrived the teachers were almost as nervous as the quaking mothers and fathers, who were beginning to doubt their ability to carry on duties that had once seemed so simple.

Mr. Light, Mr. Engebretsen, and I toured the building all day long on Parents' Day. We were surprised and delighted with the results. From the very first to the very last class taught by the parents, the children and their displaced teachers cooperated wholeheartedly. Some outstanding classes were conducted—classes that not only acquainted parents with teachers' problems but brought into the school valuable material whose sources had not yet been tapped.

There was Mr. Horton, an accountant, who taught arithmetic to eighth-graders in a way that it had never been taught before. Using his great reserve of practical experience, he showed short cuts and aids in simple arithmetic that I had never heard of.

There was the widowed mother of four daughters, all in our school, whose collection of rocks held the interest of a sixth-grade science class so attentively that the youngsters had to be reminded twice that the bell had rung and the period was over.

Mr. Adams, a prominent St. Helens grocer, kept an eighth-grade social studies group spellbound with his account of a moose-hunting trip into the Fraser River country of British Columbia. Not only were the boys and girls completely fascinated but he brought into that social studies group everything such a class should encompass—comparisons between the people of the United States and of Canada, prices, customs, courtesies, means of livelihood, living conditions of Indians, and a store of knowledge attainable only through first-hand experience.

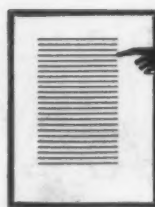
In the physical education department two young mothers introduced games that kept their charges clamoring for more when the period was ended. In the upper-grade physical education classes three fathers obviously enjoyed themselves as much as did the boys they supervised.

### The Key to Cooperation

All in all, the comments of teachers, parents, and children proved that our P.T.A. had hit upon a source of information, public relations, and parent interest the potentialities of which were unlimited. And the large number of participating parents who came back that evening for the P.T.A. business meeting, box social, and folk dancing proved the success of Parents' Day. In fact, it proved to the John Gumm P.T.A. that, handled in the right way and followed up intelligently, Parents' Day could be the spark we have needed to arouse community pride and interest in the school and its problems. Without that spark we cannot hope to build the kind of educational program that will fulfill our obligations to our children.

—L. D. CODY

Principal, John Gumm School



## Contents Noted

### IN OTHER MAGAZINES

"Women Aren't Men" by Agnes E. Meyer.

(*The Atlantic*, August 1950, page 32.) Without sounding a retreat to the kitchen, Mrs. Meyer breathes fresh vitality into the idea that "women have many careers but only one vocation—motherhood." Tracing some of the confusions in modern society to the misguided efforts of women to compete with men, she insists that the time has come to reemphasize women's special responsibility to serve as the cement of family and social relations. From the opening sentence to the last impassioned conclusion that "as mother, woman represents the focal point of time and eternity and the perpetual triumph of life over death," this article will call forth much healthy discussion.

"The Impact of a Changing Culture upon Pubescent Ideals" by Lawrence A. Averill.

(*School and Society*, July 22, 1950, page 49.) In 1898 children twelve, thirteen, and fourteen years old were asked to name the person they most wanted to be like ten years hence. Fifty years later, in 1948, another survey was made among children of the same ages. The results are compared in this article, which people who refuse to be scared off by the unwieldy title will find enlightening and suggestive. *Time*, by the way, in its issue of August 7, 1950 (page 41), translated the gist of the scholars' findings into four pithy paragraphs.

"Allergies" by Albert Q. Maisel.

(*McCall's*, September 1950, page 46.) The suspicion is growing in medical circles that not every allergy has a physical basis. One team of physician and psychotherapist has discovered that the vast majority of allergic children brought to them for treatment had "a deeply troubled relationship with their parents—with their mothers especially." Instead of giving vent to their resentment with kicks and screams, these youngsters often come down with asthma, hives, or hay fever. The new understanding of the tie-up between feelings and sneezes holds promise of relief for millions of sufferers.

"Should You Tear 'Em Away from TV?" by Dorothy Diamond and Frances Tenenbaum.

(*Better Homes and Gardens*, September 1950, page 56.) Although there appears to be no single best way of handling the television problem in a home where there are children, parents who are still uncertain what their attitude should be may pick up useful suggestions from how other people are coping with it. Television is already taken for granted by the younger generation. Its regulation, therefore, becomes only one more complication, though by no means an insoluble one; in the never easy task of bringing up children.

"Tie It Up in a New Package" by Jean Glasscock.

(*Harper's Magazine*, September 1950, page 98.) The publicity director of Wellesley College issues a warning that many a private college is in danger of losing its integrity while attempting to preserve its independence. Financial aid from the government is feared. At the same time philanthropic foundations and individuals hesitate to underwrite the colleges' bread-and-butter needs. As a result, more and more college heads are reluctantly resorting to the questionable device of "fancy packaging" to attract endowments. Clearly a deeper appreciation, both by the public and by donors, of the basic purposes of the private college is in order.





## Poetry Lane

### Impressionist Painter

A small boy with a box of crayons,  
Completely master of his muse,  
His inhibitions in abeyance,  
Draws what he feels, not what he views.

I'm called upon to issue praises  
For some pastoral scene, of house  
Turned topsy-turvy, sprouting daisies  
Munched by green and scarlet cows.

A creature with a purple crest,  
All squiggly lines and spotted blue,  
Inspires me mildly to protest;  
But, "Isn't she pretty, Mom? That's you!"

—SARAH VIRGINIA WOODSIDE

### From Remembrance

I scold  
Her when she's late,  
And yet, from remembrance, I know—  
At the age of eight, wonder supersedes  
The cold.

I beg  
Her not to be  
So slow, and then I watch  
And smile, to see what fun it is  
To drag.

I've preached  
That speed's the thing—  
No wonder that I've failed.  
Meandering, twice lived, can't be  
Impeached!

—HELEN SUE ISELY

### Fall Farm Wakens

Fall winds were dark upon the hill,  
The house's smoke in the deep hollow  
Rolled off the roof, rolled down the earth  
Where there was a brook to follow.

The tilted furrowed fields were bare  
Of every crop save tattered crows;  
High above the house a cow  
Drank smell of death in through her nose.

But a little aproned girl  
Ran shouting up the world's dead side;  
The steep winds caught her as she bobbed,  
Flattened her skirt and her out wide.

She blew up to the thoughtful cow;  
The cow caught fire from the sail  
Of her dress, kicked up her legs,  
Ran on the sky with kinked-up tail.

Death was no more to be seen  
Among bare trees, in sodden ditches;  
An old man ran out of his door  
And beat house dust out of his breeches.

He seized his bucksaw, upped his leg,  
Birch sawdust spouted from his middle.  
The girl and the cow danced on the sky;  
The farm sang like a hickory fiddle.

—ROBERT P. TRISTRAM COFFIN

### If I Live To Be an Old Woman

If I live to be an old woman, I will live in this house.  
Memory will sleep in my bed, and will rise at morning  
To walk through these rooms at my side,  
To look at the mountain.

I will go slow on the stone steps carrying hearth wood.  
My back will curve as I climb, as the backs of the old  
Curve with the questions left at the end of life.

Then, at morning or evening, I will leave,  
Never to stand again at this wide window  
We loved into place because of our love of a mountain.

—BONARO W. OVERSTREET

# Growing Toward Maturity

## STUDY COURSE OUTLINES

### I. Preschool Children

Directed by Hunter H. Comly, M.D.

"Not Too Young To Share" (See page 23 of this issue.)

#### Points for Discussion

1. Sharing is at least a two-way process, with advantages to all parties concerned. How soon in a baby's life do you think his attitudes toward people are influenced by his parents' capacity to share? If you think it is quite soon—for example, under one year—give some illustrations to prove your point.

2. Dr. Osborne, in using Miss Ridenour's outline of steps toward learning to share, emphasizes how gradual the process is and how greatly it depends on slow-but-sure progress from one successful accomplishment to another more difficult one, and so on up the scale. The first step, however, is developing a secure sense of ownership. How can you strengthen this sense at Baby's mealtimes? Should you allow him to hold his own bottle? What other examples can you think of?

3. Before going to sleep most children under two seem to choose some special object—a stuffed toy, a blanket, or a pillow—to fondle while sucking a finger or thumb. In dealing with this problem how can parents build on the child's sense of secure possession? How might they make him unsure of ownership?

4. When the toddler reaches the stage of "getting into everything," how can we help him to feel satisfied with his explorations, even when he deals none too gently with Mother's compact or Daddy's glasses?

5. When a new baby arrives, the older child has to give up his claims to his mother's entire attention. In what ways can parents help him accept the change (1) when the new baby comes home, (2) when the baby is nursed, and (3) when he is being bathed? At other times? If they use all the ways you can think of to reassure the older child, will he have no further misgivings about the new arrival? How are all these problems connected with learning to share?

6. As children grow older and get some notion of "yours" and "mine," there will still be unpleasant quarrels over possessions. What should Mother do when four-year-old Tommy takes little sister Sandra's doll? Should he give it back because she is crying? How can she be persuaded to wait until Tommy is ready to give the doll up?

7. We adults are all too often reminded of how quickly time passes. Yet how many of us remember our own childhood and the seemingly infinite period of waiting for Christmas to come? Compare the difference between an infant's, a child's, and an adult's concept of time. When does "in a few minutes" or "in half an hour" begin to mean something to a child? How should these reminders help us in teaching our children to share?

8. Dr. Osborne points out that a child's experiences in sharing with his parents, his brothers and sisters, and his playmates are all important in helping him understand the meaning of "ours." Which sharing experiences seem more significant to you—those with other children or those with adults?

9. Why is it so important that children learn early what sharing really means and how it is done? In what ways does the one-world idea make heavy demands on our desire and our ability to share?

#### Program Suggestions

Whether the group decides to discuss the above questions by means of a panel, a forum, a symposium, or a round table, everyone should, sooner or later, have a chance to share in the interchange of ideas about sharing. This may be done quite easily by throwing the meeting open to informal discussion at the close of the more formal portion of the program. Just before the meeting adjourns the entire group might draw up a list of activities, at home and on the playground, that help pre-

school children learn the give-and-take of social living. A nursery school or kindergarten teacher, a child psychologist, or a child guidance worker would be an excellent resource person.

If the meeting is to be held in the evening and full attendance is assured, it might be opened with a short talk by a psychologist or a clergyman. It would be interesting for this speaker to compare the adult who never learned to share with the adult who learned the art early.

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Ridenour, Nina, and Johnson, Isabel. *Some Special Problems of Children, Aged 2 to 5 Years*. (Pamphlet.) New York: New York Committee on Mental Hygiene of the State Charities Aid Association, 1949.

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##### Articles in the *National Parent-Teacher*:

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##### Films:

*Children Growing Up with Other People*, 23 minutes, sound. British Information Services, 30 Rockefeller Plaza, New York 20, New York.

*Early Social Behavior*, 11 minutes, sound. Encyclopaedia Britannica Films, Wilmette, Illinois.

### II. School-age Children

Directed by Sidonie M. Gruenberg

"The Kind of Teachers Parents Like" (See page 7 of this issue.)

#### Points for Discussion

1. What kind of teachers do the parents in your association like? Criticize the author's summary in the light of your experience. Combining the results of last month's discussion with this month's, draw up two lists of major *do's* and *don'ts* for parents and teachers.

2. Do you agree that the teachers whom children like are not necessarily the same as those whom parents like? Can a good teacher from the parent's point of view be a poor one from the child's?

3. Is there apt to be a difference between the kind of teacher whom *teachers think* parents like and the kind of teacher parents really do like?

4. Can we separate or reconcile the various demands that a group of parents make on a teacher—first in their capacity as parents and second in their roles as different individuals with different personal needs? Show how the author has tried to do this in our study course article. Has she succeeded? What is your opinion on this subject?

5. Discuss, as parents and as teachers, methods of handling "problem" parents such as Mrs. Gordon. Is Mrs. Poe, who just wants to be left alone, a problem parent from the teacher's point of view? What would you recommend in the case of a poor reader, like Sammy, who comes from a nonreading home? Should parents be used as remedial teachers for their own children? How can a classroom teacher best help people like shy Sue and her shy parents?



6. Discuss the modern tendency to blame and criticize parents (except, of course, on Mother's Day) for their mistakes in child rearing. What should be the teacher's part in this punish-the-parent program? Discuss helpful ways of promoting better homes and hence better educational atmospheres.

7. Discuss the author's contention that it is more important to discover what parents can do than what they ought to do. How can we move from the *can* to the *ought*? Who is competent to judge the *ought* if we take into consideration a whole life span rather than the measure of achievement for a single grade?

8. Discuss ways of promoting better parent-teacher understanding in your P.T.A.

9. Would you like your school to be the center of experiments in educational methods? Why or why not? Under what conditions? Granted that we need to try out experiments in classroom methods and curriculum, where are such experiments best conducted?

10. Discuss ways of familiarizing parents with the curriculum of their children's school and of educating them to take a critical interest in it. What has your P.T.A. done in this direction? What more can it do?

### Program Suggestions

Our study course article this month gives one parent's point of view about parent-teacher relationships. You will want to broaden the perspective by adding to this picture details and corrections suggested by your own experience. Since the article begins with a negative approach, it might be well to make yours a positive one, with a fruitful discussion of those teachers whom you heartily like and admire. Or have the members of the group write brief statements about their own best loved teachers. Then compile the statements into a survey report, noting qualities of personality and appearance, teaching techniques, type of discipline, and classroom atmosphere that are most frequently mentioned.

Here too is an opportunity to evaluate your P.T.A. and its program. Do parents and teachers work together on equal footing, or is the P.T.A. dominated by one group? Does it work democratically for the educational welfare of children in the community, or does it carry out only school-imposed projects? Does it concentrate on raising money for the school, or does it see that needed appropriations are secured through the school board or through legislation?

One thing the P.T.A. can do to help teachers give parents that necessary feeling of confidence in the school is to initiate a series of curriculum conferences at each grade level. At these meetings teachers can talk over with parents the year's objectives and the types of teaching procedures to be followed.

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D'Evelyn, Katherine. *Individual Parent-Teacher Conferences*. (Pamphlet.) New York: Teachers College, Columbia University, 1945.

Gruenberg, Sidonie M. *We, the Parents*. Revised edition. New York: Harper, 1948. Chapter X.

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McSwain, E. T. "Problems in the Parent-Teacher Relationship," September 1949, pp. 28-30. Study course outline, p. 34.

Witty, Paul. "Good Teachers Know Their Pupils," December 1949, pp. 14-16.

Film:

*Who Will Teach Your Child?* 24 minutes, sound. McGraw-Hill Book Company, Text-Film Department, 330 West Forty-second Street, New York 18, New York. Brings out in dramatic fashion the indispensability of parent-teacher understanding.

Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.

### III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant  
"Dating—Big Business of Youth" (See page 4 of this issue.)

#### Points for Discussion

1. What are the most important purposes of teen-age dating?

2. In answer to the question "When should my daughter or son start having dates?" our author says "It depends." What does it depend upon? When should "going steady" usually begin? What are some of the reasons why young people like going steady? What do they believe are the disadvantages?

3. What responsibilities does a girl assume when she accepts a date? What responsibilities does a boy assume?

4. List and discuss the skills you think boys and girls ought to develop if they are to enjoy the business of dating. How can you help them to acquire the qualities that make people likable?

5. Why do you think our author believes (1) that "young people need a chaperone at any mixed party"; (2) that "clothes matter like everything to teen-agers"; (3) that "parents aren't usually the ones to give detailed or specific advice to their offspring"?

6. Evaluate the youth-serving groups in your community—for example, the Y.W.C.A. and the Y.M.C.A.—in terms of what they do or don't do to help young people form good social relationships. How much and how well does the teen-age crowd use the existing recreational resources in your community? Does your P.T.A. sponsor square dances or other kinds of recreation that attract young people?

7. Suppose the standards in your neighborhood are not as high as you would like them to be. What can be done to raise these standards and make them acceptable to the youngsters whom they affect?

8. What are some of the elements in modern society that hinder the development of wholesome boy-girl relationships? It is often said that by giving young people more freedom in their social life today's parents have tended to loosen the moral code. Do you agree? Looking at youth generally, what would you say about their willingness and ability to uphold decent standards of conduct, to live by a code that knows right from wrong—and especially in this all-important business of dating?

#### Program Suggestions

An informal discussion, with the whole group taking part, can be used to cover the foregoing points. If a panel or symposium is planned, why not ask several young people to participate, since the subject is one on which youth certainly has much to contribute. Suitable resource persons would be a club leader, a community-center director, a dean of boys or girls, or a high school teacher who teaches courses on personality development or some other phase of human relations. At the end of the discussion one or two members of the group might describe some of the projects and activities that can be carried on by a P.T.A. to give teen-agers greater opportunity to have good times together.

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Strain, Frances Bruce. *Teen Days*. New York: Appleton-Century, 1946.

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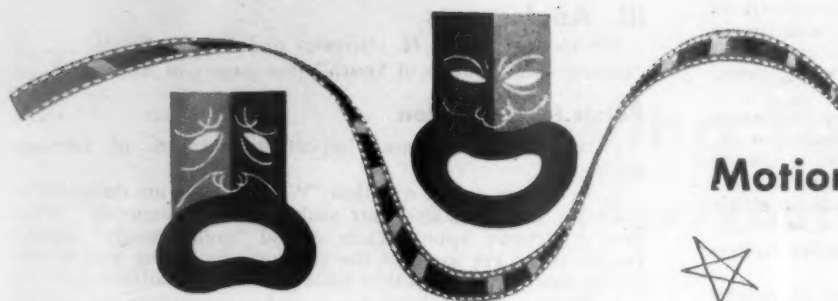
Kirkendall, Lester A. "What It Takes To Be Popular," November 1948, pp. 4-6. Study course outline, p. 35.

Tröst, Theodore L., Jr. "Sharing Is Self-fulfillment," January 1950, pp. 4-6. Study course outline, p. 35.

Films:

*Are You Popular?* 10 minutes, sound. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

*Shy Guy*, 12 minutes, sound. Coronet Instructional Films.



## Motion Picture Previews

TODAY the motion picture is taking its place along with other means of communication in providing program materials for adult education groups. Hundreds of 16mm. sound motion pictures are now available to help P.T.A.'s present interesting, informative programs on many aspects of parent-teacher work. There are excellent films dealing with such areas as art, character and spiritual education, citizenship, health, home and family life, mental hygiene, music, parent education, recreation, safety, school education, and the world and its people—international relations.

In planning to use educational films as a basis for programs, however, local units should bear in mind a few simple principles, such as the following:

1. Select only films that fit *your* specific programs.
2. Book the films well in advance of your meeting.
3. Select a qualified person to act as discussion leader after the film has been shown—one who will not allow the discussion to wander away from the points under consideration by the group.
4. Locate the necessary equipment, such as a good 16mm. sound projector, extra take-up reels, extra bulbs in case one burns out, and a screen of proper size for your auditorium. Test the projector before the meeting starts.
5. Also before the meeting, make sure that the room can be adequately darkened for good projection and that light switches are located. The front row of seats should not be closer to the picture than two widths of the screen.
6. Introduce the film to be shown, pointing out scenes of special interest and encouraging the group to formulate questions that will be discussed after the showing.

Films for local P.T.A.'s should be selected with care to meet a certain definite need. It is better to concentrate on one film and have time for a good discussion than to use several films on the same program.

WE URGE presidents of local units, local program chairmen, and local chairmen of visual education and motion pictures to join in making 16mm. educational films a vital part of the parent-teacher program. Know what films are available and where and how they can be obtained in your state or community. Find out where you can secure a projector and someone to operate it. Learn what is good procedure in utilizing films. Enlist the aid of your state chairman of visual education and motion pictures and your local educational leaders in securing films for programs and for study groups.

Do these things and your rewards will indeed be great.

—BRUCE E. MAHAN

### DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

### CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

## JUNIOR MATINEE

(From 8 to 14 years)

**Beaver Valley**—Disney-RKO. Direction, James Algar. The conservation of natural resources could not be shown in a more appealing fashion than in this unrehearsed, true-life chapter from the adventure series on animal life done by Walt Disney. In a remote valley in the Rockies, the beavers are shown as pioneers, busily building their dam. There follow in natural order marsh plants, such as cattails and wild flowers, then birds, chipmunks, moose, deer, and finally salmon making their way upstream to spawn. All the activities that go on during a year in the wilderness are vividly portrayed. The camera catches, too, the tranquillity and peace, the purposefulness of these creatures' lives, and the beauty of the changing seasons. An almost symphonic arrangement of animal noises is a delightful touch in a fine musical accompaniment.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**The Desert Hawk**—Universal-International. Direction, Frederick de Cordova. The magic of technicolor gives a fairy-tale setting to this flippant eastern "horse opera," vaguely reminiscent of the *Arabian Nights*. Packed to the brim with clashing of arms and intrigue in fabulous palaces, the picture relates the adventures of an oriental Robin Hood. Although he is a blacksmith, he much prefers to don a scarlet cape and ride a beautiful white stallion across the desert sands to battle the oppressors of his people. The casual disposing of the villains by the hero is cheerful play acting, and the inevitable auction of slave girls somehow suggests a Brooklyn beauty contest rather than a harem. Unnecessary in so frivolous and unrealistic a film is the insertion of two torture scenes, which may disturb some youngsters. Cast: Richard Greene, Yvonne de Carlo.

Adults	14-18	8-14
Entertaining of the type	Yes	Fair

**Devil's Doorway**—MGM. Direction, Anthony Mann. A thoughtfully conceived tragedy that dramatizes the conflict between early homesteaders and American Indians, pointing up problems in human relations that have plagued man through history. A young Indian soldier who won honors in the Civil War returns to find that the home he fought for is no longer his and that the law is permitting white sheepherders to make claim to his land. Denied the rights of citizenship he joins with other Shoshone Indians to fight for his home. A heartwarming effort at compromise is thwarted, and anger and fear explode in bloodshed and tragedy that may be frightening to eight-year-olds in the audience. Like a searchlight, a sharpened sense of justice plays over the story, probing for the truth. Both acting and production are generally fine. Cast: Robert Taylor, Louis Calhern, Paula Raymond.

Adults	14-18	8-14
Excellent	Excellent	Mature

**Fancy Pants**—Paramount. Direction, George Marshall. With extravagant nineteenth-century costumes and settings, with a wealth of lively gags and comic slapstick situations, Bob Hope's



newest farce is custom built for his particular talents. As a down-at-the-heel actor in London he becomes a butler for a wealthy American woman who takes him back to her pretentious home in Big Squaw, New Mexico. The plot also includes a beautiful daughter, a rebellious father who refuses a bath drawn by the "gentleman's gentleman," a jealous cowboy suitor, thrilled townspeople who believe the butler an earl, a fresh and rollicking song, "Home Cooking," and an amusing episode in which President Theodore Roosevelt makes an excellent steak sauce in his stopover to visit the supposed earl. Friendly and wholesome; fun for the entire family. Cast: Bob Hope, Lucille Ball, Jack Kirkwood, Bruce Cabot.

Adults	14-18	8-14
Good	Very good	Very good

**Fun in the Zoo**—Universal-International. A beautifully filmed story of a children's trip to the zoo, with gay commentary by one of the group, makes an unusually attractive short. Fascinating for adults are the wonderful shots of the youngsters' faces—the fleeting emotions of anticipation, excitement, and pretended fear as they watch the animal acts. Children in the audience will be completely absorbed.

Adults	14-18	8-14
Excellent	Good	Excellent

**Saddle Tramp**—Universal-International. Direction, Hugo Frengese. A pleasant, out-of-the-ordinary western details the adventures of a wandering cowboy suddenly left in charge of his buddy's four small sons. The problems he faces in attempting to provide for the hungry children, the distraction of a further addition to his family in the person of an attractive runaway



Cowpoke Joel McCrea takes over the care of four orphaned boys in *Saddle Tramp*.

girl, and the capture of a cattle thief are all highly entertaining. The naturalness of the entire cast, the realistic dialogue, and the colorful scenic background are ingredients in the picture's charm. Cast: Joel McCrea, Wanda Hendrix, John Russell.

Adults	14-18	8-14
Enjoyable	Excellent	Excellent

## FAMILY

(Suitable for children accompanied by adults)

**The Black Rose**—20th Century-Fox. Direction, Henry Hathaway. Introduced as historical romance, this stupendous production is neither very historical nor very romantic. It is an ornate spectacle, with gorgeous settings in Norman England and thirteenth century Cathay (especially the fantastic pageants of camel caravans winding through the Mongolian desert). The story itself, based on Thomas Costain's novel, is disjointed and episodic. Drama is lost in the bigness of the production, and even the acting seems stilted and unreal. Cast: Tyrone Power, Cecile Aubry, Orson Welles.

Adults	14-18	8-14
Fair	Fair	Fair

**The Fireball**—20th Century-Fox. Direction, Tay Garnett. A fast and exciting melodrama describes the rebellious, antisocial activities of a young runaway orphan who becomes a skating

champion. Mickey Rooney is excellent as the strutting, cocky bantam who longs for fame and acclamation. His loyal friend, played by Pat O'Brien, expresses the priest's faith in God and man without sentimentality. Supporting actors are good, direction able. Roller skates spin continuously and wonderfully throughout the picture. Cast: Mickey Rooney, Pat O'Brien.

Adults	14-18	8-14
Good	Good	Good

**My Blue Heaven**—20th Century-Fox. Direction, Henry Koster. A warmly exuberant musical comedy about a song-and-dance couple who seek to adopt a child, having lost their own unborn baby. Frustrated in a legal attempt at adoption, they succumb to black-market methods, which also fail. Ultimately, of course, there is a happy ending, and the couple rejoice in a growing family. It is unfortunate that drinking is the accepted method of inducing gaiety in the film. However, the emphasis on the joys of family life and the genuine devotion of the couple are definitely wholesome. There are many sparkling song-and-dance routines. Cast: Betty Grable, Dan Dailey, Jane Wyman.

Adults	14-18	8-14
Good	Yes	Possibly

**Mystery Street**—MGM. Direction, John Sturges. The use of scientific techniques in solving a murder mystery makes this an unusually fascinating melodrama. A Boston police officer brings a box of human bones found on a Cape Cod beach to the legal medicine department of Harvard University. Without clues or identification of any kind, a professor discovers that the skeleton was a woman, blonde, young, a dancer, and that she was murdered. With uncanny accuracy he helps the policeman trace the identity of the girl and slowly but precisely to plot the details of the crime. A well-directed, well-produced film, with an excellent cast. Elsa Lanchester puts her unique and flavorful stamp on the portrayal of a blackmailing landlady. Cast: Ricardo Montalban, Sally Forrest, Bruce Bennett, Elsa Lanchester.

Adults	14-18	8-14
Good	Good	Mature

**The Petty Girl**—Columbia. Direction, Henry Levin. Satire on colleges in motion picture farces is invariably the same and grows monotonous. In this one the creator of the glorified "Petty Girl" is in danger of betraying his magazine-cover art for highbrow portrait painting when a pretty woman professor, whom he has just rescued from a stuffy college, battles to save him from a kindred fate. Her efforts include slipping a picture of herself as a Petty girl into his exhibit of serious paintings. Lighthearted, if somewhat simple-minded, spoofing of values above the "body beautiful" level, lavish settings, occasional humor, fair acting and direction add up to light, frothy musical farce. Definitely not on the children's level of experience. Cast: Robert Cummings, Joan Caulfield, Elsa Lanchester.

Adults	14-18	8-14
Matter of taste	Sophisticated	No

**Summer Stock**—MGM. Direction, Joe Pasternak. In this crisp, fresh musical comedy an ambitious summer theatrical troupe, low in funds, suddenly land on a farm, the property of the would-be star's sister. Catchy songs, expert dancing, lively comedy, with Judy Garland and Gene Kelly at their talented best, and a star supporting-cast make this an entertaining, high-powered production, which could have been improved by a little cutting. Cast: Judy Garland, Gene Kelly, Eddie Bracken.

Adults	14-18	8-14
Entertaining	Good	Not too interesting

**Three Little Words**—MGM. Direction, Richard Thorpe. A simple, ingratiating musical comedy that emphasizes the softer hues of technicolor, the more graceful and poetic qualities of popular dancing, and the warmer and friendlier aspects of human relations. In this fictionalized biography of the song-writing team of Harry Ruby and the late Bert Kalmar, Fred Astaire and Vera-Ellen team together in some brilliant dance numbers, and Red Skelton does a good straight characterization. Fred Astaire gives a finished performance as Bert Kalmar, who wrote not only Tin Pan Alley favorites but musical comedies and scenarios as well. Cast: Fred Astaire, Red Skelton, Vera-Ellen.

Adults	14-18	8-14
Pleasant	Very good	Of little interest

**Union Station**—Paramount. Direction, Rudolph Mate. Much of the interest of this tense melodrama stems from the setting—the busy Los Angeles Union Station with its labyrinth of tunnels. A young girl becomes involved with the police in the search for her employer's blind daughter, who has been kid-

naped. The pathos incidental to the kidnaping and harsh treatment of a helpless blind girl is incongruous in a strictly cops-and-robbers picture. Moreover, the undue brutality of the police, no matter how much the means seem to justify the ends, are defects in an otherwise well-acted and well-directed thriller. Not for young children. Cast: William Holden, Barry Fitzgerald, Nancy Olson.

Adults	14-18	8-14
Yes	Yes	Tense

## ADULT

**The Avengers**—Republic. Direction, John H. Auer. Based on Rex Beach's novel *Don Careless*, this mediocre adventure story is filled with a confusing series of intrigues, fights, and acts of violence. It takes place in the days when gold brought Spanish conquerors to the New World, and the plot is largely concerned with greed for power, for money, and for women. Cast: John Carroll, Adele Mara.

Adults	14-18	8-14
Poor	Poor	No

**Dark City**—Paramount. Direction, William Dieterle. A shoddy melodrama showing the terror-stricken flight of a trio of professional gamblers from the wrath of a murderous psychopath, brother of a suicide they had fleeced. Charlton Heston, an ingratiating new screen personality, enacts the thankless role of the leader, a confused weakling who must make his audience believe that though he instigated the fatal card game, he really wasn't aware that it was crooked. Elizabeth Scott sings husky torch songs in between her efforts to get her man. Cast: Elizabeth Scott, Charlton Heston.

Adults	14-18	8-14
Poor	Unethical	No

**The Furies**—Paramount. Direction, Anthony Mann. The rugged era of empire building after the Civil War is the background for this powerful drama of a cattle baron who, discarding his son as not ruthless enough to suit him, brings up his daughter to fit his own pattern. In the deeds of such pioneers, cast in a heroic if not always attractive mold, a great deal of the hard gusto and some of the unpleasant flavor of the old empire-building days come alive. The photography and music almost tell the story without characters. Cast: Barbara Stanwyck, Wendell Corey, Walter Huston.

Adults	14-18	8-14
Good	Yes	No

**Kiss Tomorrow Good-by**—Warner Brothers. Direction, Gordon Douglas. Once again James Cagney repeats his brutal characterization of a mad murderer in another purposeless, violently sensational melodrama. Once again he relishes soft-spoken, honeyed insults, contrasting them with a sudden, brutal blow, a split-second killing. To addicts of gangster films Cagney's brilliant acting, his inspired braggadocio, his insidious sentimentalizing of criminality may give pleasure; to others the film, a deplorable waste of talent, will be pointless and repellent. Cast: James Cagney, Barbara Payton, Ward Bond.

Adults	14-18	8-14
Matter of taste	No	No

**No Way Out**—20th Century-Fox. Direction, Joseph L. Mankiewicz. A forceful, horrifying exposé of race hatred in a suspense-filled melodrama. An uneducated, partly crazed white man turns on a colored doctor when his brother dies following a spinal tap for a brain tumor. Blinding prejudice sparks the neighborhood into a veritable fury of hatred and a race riot. Richard Widmark gives an outstanding performance as the half demented thug, and Sidney Poitier, a restrained portrayal of the fine Negro doctor. Because of the general excellence of the production, its emotional impact is tremendous. Yet how effective hate-inspired propaganda can be is debatable. The use of powerful emotion-rousing techniques on the screen for propaganda purposes is comparatively new, and until considerable research is done their real effects will not be clear. Cast: Richard Widmark, Linda Darnell, Stephen McNally, Sidney Poitier.

Adults	14-18	8-14
Thought-provoking	No	No

**Right Cross**—MGM. Direction, John Sturges. Another drama on race relations shows how hard it is, sometimes, for people of good will to establish a friendly understanding with suspicious, overly sensitive members of a minority group. A temperamental

Mexican prizefighter, smarting over what he considers the injustices done to his people in this country and frightened over his future, hides the fact that his hand is permanently injured in order to get a fat contract to assure his marriage. The picture points out that in this particular instance most of the race problem is in the tortured mind of the Mexican himself. The theme, though oversimplified, has a degree of wholesome truth and is well presented. Cast: June Allyson, Dick Powell.

Adults	14-18	8-14
Good	Good	Mature

**Shakedown**—Universal-International. Direction, Joe Pevney. This smoothly produced gangster melodrama typifies a popular trend in crime pictures away from sharply defined moral values. Missing is the old-time manly hero whose recognized task was to subdue evil. Instead a handsome hero-villain swaggers across a stage crowded with murderous passion and criminal acts, in which he takes his active part. In this film a good-looking newspaper photographer decides that because his artist father couldn't make a living, decency and integrity do not pay off, and resolves to get what he wants by any unscrupulous means. Cast: Howard Duff, Brian Donlevy, Peggy Dow.

Adults	14-18	8-14
According to taste	Poor	No

**The Sun Sets at Dawn**—Eagle-Lion. Direction, Paul H. Sloane. The true story of a miscarriage of justice—in which an innocent man walks twice to the electric chair—becomes a slow, dispirited melodrama when too literally transcribed to the screen. Although the picture deals mainly with decent people, their passive acceptance of the governor's edict is depressing. The only gesture over and above the call of duty ironically comes from the murderer himself, who is already going to be tried for six murders and has nothing to lose. Those interested in the details of an execution may find this engrossing; others will find it mediocre. Cast: Sally Parr, Philip Shawn, Lee Fredericks.

Adults	14-18	8-14
Poor	Poor	No

**Three Husbands**—United Artists. Direction, Irving Reis. A sophisticated farce that attempts satire in the English manner and achieves only slickness and novelty. Just before his death a practical joker sends his three closest friends identical letters suggesting that he has had an affair with each of their wives. Before the will is ultimately read and the letters explained, brittle fun is had over the varying reactions of the husbands, and wives. Although Eve Arden is in her element as a wise-cracking wife and Emlyn Williams suave and expert in his role of the incorrigible prankster, the film lacks real brilliance and sparkle. Cast: Emlyn Williams, Sheppard Strudwick, Ruth Warwick, Eve Arden.

Adults	14-18	8-14
Matter of taste	Sophisticated	No

## PREVIEWED IN SEPTEMBER

### Junior Matinee

**Bamba and the Lost Volcano**—Children, yes; adults, matter of taste.

**The Broken Arrow**—Excellent for all ages.

**Destination Moon**—Young children, good; older children and adults, excellent.

**The Flame and the Arrow**—Young children, good; older children and adults, excellent.

**The Happy Years**—Fair for all ages.

**The Jackie Robinson Story**—Excellent for all ages.

**Rogues of Sherwood Forest**—Children, very good; adults, interesting.

**Treasure Island**—Excellent for all ages.

**Trigger, Jr.**—Children, good; adults, for western fans.

### Family

**Duchess of Idaho**—Young children, possibly; older children, fun; adults, pleasant.

**Fifty Years Before Your Eyes**—Young children, possibly; older children and adults, interesting.

**Louisa**—Young children, possibly; older children, good; adults, delightful.

**Peggy**—Young children, possibly; older children, good; adults, fair.

**The Skipper Surprised His Wife**—Amusing for all ages.

### Adult

**Edge of Doom**—Children, no; adults, matter of taste.

**The Great Jewel Robber**—Young children, poor; older children and adults, fair.

**If This Be Sin**—Children, no; adults, mediocre.

**It's a Small World**—Children, no; adults, interesting.

**Madness of the Heart**—Children, no; adults, poor.

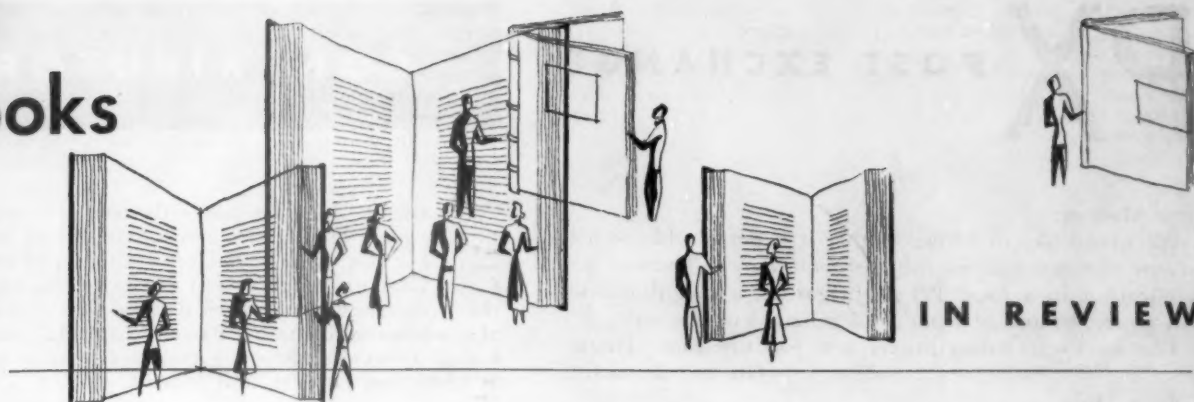
**Panic in the Streets**—Young children, fair; older children and adults, very good.

**September Affair**—Young children, no; older children, fair; adults, good.

**So Long at the Fair**—Young children, no; older children, good; adults, excellent.



# Books



IN REVIEW

**A GOOD SCHOOL DAY.** By *Viola Theman*. New York: Teachers College, Columbia University, 1950. 60 cents.

Just what makes a school day good? In this pamphlet of the Teachers College parent-teacher series, that question is answered mainly from the point of view of the elementary teacher. The recurrent theme is a twofold reminder that because children are all different they have dissimilar needs, yet because they are all in some ways alike they have certain needs in common. Therefore if every member of the class is to enjoy a profitable day, the teacher's plans must be kept flexible and informal. In fact, far from being a solo job by the teacher, planning each day's activities calls for the cooperation of teacher, pupils, and parents.

*A Good School Day* is crammed with useful check lists and sample schedules that should enable any teacher to evaluate accomplishments not only in terms of one day but also in terms of progress toward the year's goals. Parents, reading over her shoulder, will have a better idea of what they can do to help.

**BABE IN A HOUSE.** By *Mollie Stevens Smart*. New York: Scribner, 1950. \$2.75.

*Babe in a House* acknowledges that the baby's round-the-clock demands necessarily affect the lives of the rest of the family. Therefore the rival merits of a rigid routine or a flexible schedule are considered in a way that gives due weight to what will make life easier for everyone, especially the mother. The parents' part in aiding the baby while he learns the multitude of skills that crowd his first two years—such as eating, eliminating, creeping, talking, and playing—is sensibly discussed without losing sight of either the baby's individuality or the rights of others in the household.

Parents who must be mindful of the rest of the family even when bringing up the baby will find the common sense of *Babe in a House* refreshing.

**EDUCATION OF THE GIFTED.** Educational Policies Commission, 1201 Sixteenth Street Northwest, Washington 6, D. C., 1950. 35 cents.

Of all America's children the gifted ones are the most neglected. Public apathy is held largely accountable for this tragic failure to encourage the boys and girls whose special ability or all-round intelligence lifts them above the average. How schools and colleges can identify these able young people and help them prepare for positions of influence in our society are the preoccupations of this report. It points out, too, that whereas formerly careers were open to anyone with native ability, now many are open only to the educated.

Ours is a democracy that insists on equal opportunity for

all its citizens. Why, then, does it fail to assure opportunity to those of its children who are the likeliest candidates for distinguished service to their country and humanity?

**NEIGHBORS IN ACTION: A MANUAL FOR LOCAL LEADERS IN INTERGROUP RELATIONS.** By *Rachel Davis DuBois*. New York: Harper, 1950. \$3.00.

Dr. DuBois, director of the Workshop for Cultural Democracy, describes a stirring experiment in intercultural relations that was carried on for three years in a mixed neighborhood of New York City where people of many backgrounds jostle one another. The focal point was a junior high school, and parents were the propelling force.

The fundamentally simple method adopted to break down prejudice was to encourage "spontaneous group conversation around universal themes with the participants matching their personal memories." To this end three devices were used: the neighborhood-home festival; the *parranda*, or group conversations; and the seminar in home customs.

*Neighbors in Action* proves to be more than a manual; it is also an absorbing story of how to plant mutual respect where suspicion used to grow. The heartening response to the experiment in one thickly settled section of our biggest city suggests what might be done successfully in smaller communities where neighbors hold aloof.

**THE HANDICAPPED CHILD: A GUIDE FOR PARENTS.** By *Edith M. Stern* and *Elsa Castendyck*. New York: Wyn, 1950. \$2.00.

Whatever a child's specific handicap may be, he needs more than medical care; he needs help in acquiring a mental attitude toward himself and the world that will enable him to become a happy and useful person. The child who is crippled, who has cerebral palsy or epilepsy, the blind or deaf child and the one who has only partial sight or hearing, the mentally retarded child, the child who has a speech defect, and the one who has suffered from some long illness, such as rheumatic fever—these are the children whose parents need help. *The Handicapped Child* analyzes each handicap, though never ignoring the child behind the handicap, and suggests, too, where parents may turn for special aid. But independence of spirit and ability to get along with others—the two most necessary traits for all people but especially for the handicapped—are shown to be the special contribution of parents toward their child's development.

This book, if only by taking away that terrified feeling of being alone in the world with a child who is different from others, gives parents courage, comfort, and hope.

Dear Madam:

We would like to know whether it is permissible to use any of the material in the *National Parent-Teacher* for publication in a local P.T.A. magazine, a neighborhood newspaper, or any newspaper of general circulation?

The enclosed subscriptions are for my four daughters. . . .  
GILBERT KUSIAN  
Toledo, Ohio

*We give blanket permission to have our articles reprinted in P.T.A. publications. Others will need to write us for permission, which is nearly always granted.—THE EDITORS*

Dear Sirs:

I am writing to you directly, as I find it impossible to become a subscriber of your magazine via our news agencies. I first encountered the magazine in the library of the United States Information Service, of which I am a member. I am highly impressed with the contents. . . . I am a nursery school teacher, doing clinical work for a child guidance clinic, and the magazine will be of very much use in my own work and that of my colleagues. R. PAIKIN  
Johannesburg, Transvaal, South Africa

Dear Madam:

. . . I am sure that I'm only one of many who depend upon your movie reviews to guide me in selecting suitable shows which my twelve-year-old daughter may see.

However, I do find it difficult to have to search through six to fifteen back issues of the magazine to find the reviews of pictures playing our neighborhood theaters (and some of the pictures are quite old).

Could it be arranged to have, at least every three months, an alphabetized list of pictures that have been reviewed, with the month and the year in which they were published? . . .  
MRS. GEORGE THOMPSON  
Portland, Oregon

*Bruce E. Mahan, director of "Motion Picture Previews," has already put Mrs. Thompson's suggestion to good use. See this issue for a list of films reviewed last month. Hereafter a cumulative list will appear in every issue.—THE EDITORS*

Dear Madam:

. . . You may not be aware that in New Zealand currency restrictions forbid any dollar funds being used for nonessential goods. However, after trying two banks I was lucky enough to strike one . . . that was willing to try to procure the necessary permits for me. . . .

Since I wrote you last I have been appointed honorary secretary of the North Taranaki Federation of Home and Schools. There are sixteen schools in this federation. In South Taranaki there are quite a lot of new associations forming. My federation is trying to bring them together.

The main purpose of such a union would be to work toward direct parent representation on the bodies controlling education, for parents have a definite function in the modern educational system.

We have a long way to go before we can reach the great heights that America has reached, but we shall plod along laying our foundations strongly. MRS. D. R. GARDNER  
Taranaki, New Zealand

RICHMOND BARBOUR not only has keen understanding of teen-agers but he also has a rare gift of writing about them. For ten years he has been director of the Bureau of Child Guidance for the San Diego public schools, one of the pioneer organizations of its kind west of the Mississippi. His syndicated column, "Parents' Corner," is faithfully followed by thousands of appreciative readers in California, Washington, Oregon, and Florida.

True son of the air age, JOHN HARVEY FURBAY is a persuasive pleader for better cultural communications between the joint tenants of this "thirty-six-hour world." For the past five years he has served as director of the Air World Education program of the Trans World Airlines. He has been a member of several college faculties here at home as well as president of the College of West Africa in Monrovia, where he was responsible for reorganizing the teacher training program of Liberia.

LEONARD W. MAYO has devoted his exceptional talents to the welfare of children ever since he started teaching at the Opportunity Farm for Boys in Maine in 1922. When the Association for the Aid of Crippled Children expanded its program last fall and needed a general director, Dr. Mayo was the inevitable choice. He is also chairman of the National Executive Committee of the Midcentury White House Conference on Children and Youth.

With four children of her own besides a master's degree from Teachers College, Columbia University, MARGARET MEIGS well deserves her growing reputation as an expert on child development. Mrs. Meigs is a member of the editorial board of *Child Study*. Her insight and practical knowledge are revealed to us each month in the outline for the school-age study course directed by Sidonie M. Gruenberg.

ERNEST G. OSBORNE is a professor of education at Teachers College, Columbia University. His extensive experience in recreational work, notably camping, and his special understanding of family relationships have made his services eagerly sought by parents. Because Dr. Osborne believes in reaching into as many homes as possible, he has added to his already busy schedule a daily newspaper column which offers sound counsel on child guidance.

BONARO W. OVERSTREET knows the hidden springs of personality almost as intimately as she knows the landscape of America. From California to Vermont she is a frequent and honored lecturer on many a college campus and community forum. One of the foremost leaders in adult education, Mrs. Overstreet is also widely known as an essayist and a poet.

PAUL WITTY comes naturally by his present concern for the effects of television on children. Professor of education and director of the psychoeducational clinic at Northwestern University, Dr. Witty is preeminent among scholars for his findings in teacher-child relations, the language arts, and the newer arts of communication. Happily for the P.T.A., its official magazine has also long been one of his major interests.

This month's "P.T.A. Frontier" was submitted by L. D. Cody, principal, John Gumm School, St. Helens, Oregon, and by Mrs. Jennelle Moorhead, president, Oregon Congress. The article by John Harvey Furbay is condensed from an address given at the 1950 convention of the National Congress.